


# RENEWAL CHARTER PETITION

## DEKALB COUNTY SCHOOL DISTRICT

SUBMITTED ON
August 14, 2015

SUBMITTED BY
Destiny Achievers Academy of Excellence, Inc.
3595 Linecrest Road
Ellenwood, Georgia 30294

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# Charter Information & Petition Questions

*The **DCSD Charter School Petition Guidelines'** questions are aligned and consistent with the GADOE Application. ALL questions and sub-questions must be answered. Corresponding tips are located at the back of these guidelines.*

Including the SBOE application, the petitioner should copy the following form as the first page of their DCSD charter petition:

**Name of Proposed Charter School:** Destiny Achievers Academy of Excellence, Inc.

**Check one:**

___New Start-Up
**X**__Start-up renewal
___College & Career Academy
___Conversion Renewal
___New Conversion

If renewal, when was the original charter term start date? July 2011. If renewal, for how many charter terms has the school been in existence? 1 term of five years

**Name of the Georgia nonprofit corporation that will hold the charter, if granted:**

Destiny Achievers Academy of Excellence, Inc.

**Contact person** (name and title)**:** Dr. Charles K. Maxwell, Principal

**Contact address:** 3595 Linecrest Road, Ellenwood, Georgia 30294

**Telephone number of contact:**

**E-mail address of contact:**

**Grade Levels Served:** 9 to 12

**Ages Served:** 14 to 21

**Proposed Opening/Renewal Date:** August 2016

**Proposed Charter Term:** 5 years

*The Petitioner should indicate all grade levels to be served each year during the charter term. For each year of the charter term, please indicate the maximum number of pupils the charter school plans to serve each school year.*

| Year/Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-2017 | | | | | | | | | | | | | | 225* |
| 2017-2018 | | | | | | | | | | | | | | 275* |
| 2018-2019 | | | | | | | | | | | | | | 300* |
| 2019-2020 | | | | | | | | | | | | | | 300* |
| 2020-2021 | | | | | | | | | | | | | | 300* |

DAAE serves at-risk, non-traditional students in grades 9-12. Students are placed in multi-age blended learning classrooms as follows: Year 1: Group 1 = 56, Group 2 = 34, and Group 3 = 135; Year 2: Group 1 = 69, Group 2 = 41, and Group 3 = 165; and Years 3 thru 5: Group 1 = 75, Group 2 = 45, and Group 3 = 180. See Section II for the definition of Groups 1, 2 and 3.

# DeKalb County School District
# Signature Sheet

**(Please sign section 1 only in blue ink and submit with petition)**

**The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during the petition review process. The Petitioner also agrees to refrain from engaging in any conduct that could be deemed as, but not limited to, illegal, improper, unprofessional, intimidating, collusive, and/or bribery toward, of, or with any District employee and/or DeKalb County Board Member during the petition process. Engaging in any act as stated above will result in an automatic withdrawal of the petition for review and potential sanctions. The petitioner hereby asserts that a completed petition has been submitted. If a charter is granted, petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the charter and all applicable, federal, state, and local laws, rules, and regulations.**

**Authorized Charter School Representative** — **Date** 8/5/15

1. This Charter School Petition, Assurance Form, and Attached Exhibits were **approved** by the DeKalb Board of Education on the _____day of_____,20_____.

**Authorized Charter School Representative** — **Date** 8/5/15

**Chair, Local Board of Education** — **Date**

2. This Charter School Petition, Assurance Form, and Attached Exhibits were **denied** by the DeKalb Board of Education on the _____ day of_____,20_____. Pursuant to state law, a reason for the denial will be delivered to the petitioner within sixty (60) business days of the decision.

**Superintendent** — **Date**

**Chair, Local Board of Education** — **Date**

Dr. John D. Barge, State School Superintendent
*"Making Education Work for All Georgians"*

# CHARTER APPLICATION COVER PAGES

**Check one:** ___New Start-Up ___New Conversion
**X** Start-up renewal ___Conversion Renewal

If renewal, when was the original charter term start date? July 2011 to June 2016
If renewal, for how many charter terms has the school been in existence? 1 term of five year

*** Due to changes in Georgia State law, all charter contracts—*including those of conversion charter schools*—must be held by a Georgia non-profit corporation.**

**Name of the Georgia nonprofit corporation that will hold the charter if granted:**

Destiny Achievers Academy of Excellence, Inc.

**Name of Proposed Charter School:** Destiny Achievers Academy of Excellence

**Local school system in which charter school will be physically located:**

DeKalb County School District

**Contact person:** Dr. Charles K. Maxwell (Name) Principal (Title)

**Contact address:**

**Telephone number of contact:**

**Fax number of contract:**

**E-mail address of contact:**

Dr. John D. Barge, State School Superintendent
*"Making Education Work for All Georgians"*

**Charter School Name** Destiny Achievers Academy of Excellence

**Type:** Locally approved Start-Up (Locally-approved Start-up, State Chartered Special School, Career Academy, Jointly Authorized, Virtual)

**Approved by the** DeKalb County Board of Education on _____

**Grade Levels Served:** 9 to 12

**Ages Served:** 14 to 21

**Proposed Opening/Renewal Date:** August 2016

**Proposed Charter Term** 5 years (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

**Mission Statement.** The mission of DAAE is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and entry into the workforce.

**For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yr 1 | | | | | | | | | | | | | | 225* |
| Yr 2 | | | | | | | | | | | | | | 275* |
| Yr 3 | | | | | | | | | | | | | | 300* |
| Yr 4 | | | | | | | | | | | | | | 300* |
| Yr 5 | | | | | | | | | | | | | | 300* |
| Yr 6 | | | | | | | | | | | | | | |
| Yr 7 | | | | | | | | | | | | | | |
| Yr 8 | | | | | | | | | | | | | | |
| Yr 9 | | | | | | | | | | | | | | |
| Yr 10 | | | | | | | | | | | | | | |

*DAAE serves non-traditional students who are at-risk in grades 9-12. Students are placed in multi-age blended learning classrooms as follows: Year 1: Group 1 = 56, Group 2 = 34, and Group 3 = 135; Year 2: Group 1 = 69, Group 2 = 41, and Group 3 = 165; and Years 3 thru 5: Group 1 = 75, Group 2 = 45, and Group 3 = 180. See Section II for the definition of Groups 1, 2 and 3.

**Dr. John D. Barge, State School Superintendent**
*"Making Education Work for All Georgians"*

Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit. A list of secure and verifiable documents can be found on our website. This form should be completed by the CEO or President of the Non-profit Corporation.

**O.C.G.A. § 50-36-1(e)(2) Affidavit**

By executing this affidavit under oath, as an applicant for a charter school contract, as referenced in O.C.G.A. § 50-36-1, from the State Board of Education, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) ✓ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is:_____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Driver's License.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Ellenwood (city), Georgia (state).

SHARONDA HADDOCK NOTARY PUBLIC FULTON COUNTY, GEORGIA MY COMMISSION EXPIRES MAR 25 2018

Signature of Applicant

WILBERT DIXON

Printed Name of Applicant

SUBSCRIBED AND SWORN BEFORE ME ON THIS THE 5 DAY OF August, 20 15

Sharonda Haddock

NOTARY PUBLIC
My Commission Expires:

# GaDOE Checklist: Charter School Petition Requirements

*Address the following requirements and insert the appropriate page number(s) of the petition.*

DESCRIPTION OF THE EDUCATIONAL PROGRAM

1. Page N-29_____ Describe the focus of the curriculum.

2. Page N-41_____ Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.

3. Page N-36_____ Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.

4. Page N-37_____ Describe how the charter school will meet the needs of students identified as gifted and talented.

5. Page N-41_____ Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.

6. Page Appendix 5-Detailed Curriculum_____ If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

7. Page N-38_____ For students with disabilities, describe how the charter school will provide state and federally mandated services.

8. Page N-40_____ For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.

9. Page N-39_____ Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.

10. Page N-39_____ Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

DESCRIPTION OF ASSESSMENT METHODS

11. Page N-22_____ Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.

12. Page N-28_____ Explain how the charter school will work with the local school system to participate in all state-mandated assessments.

13. Page N-24_____ Describe how the charter school's assessment plan will measure student improvement and over what period of time.

14. Page N-26_____ Describe how the charter school will use this assessment data to monitor and improve achievement for students.

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

15. Page N-14_____ Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.

16. Page N-45_____ Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

WAIVERS

17. Page N-42_____ State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

18. Page N-42, 52, 81_____ If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

DESCRIPTION OF SCHOOL OPERATIONS

19. Page N-83_____ Describe the attendance zone for the charter school.

20. Page N-84_____ Describe the rules and procedures that will govern the admission of students to the charter school.

21. Page N-85_____ Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).

22. Page N-87_____ Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.

23. Page N-87_____ Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.

24. Page N-93_____ Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

25. Page See Appendix 4.8 ____ Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.

26. Page See Appendix 4.8 ____ Generally, describe the charter school's employment procedures and policies.

27. Page N-61____ Describe how and by whom the principal's performance will be appraised.

28. Page N-61_____ State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.

29. Page N-73_ Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

30. Page N-73____ Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.

31. Page N-96___ Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.

32. Page N-95___ Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.

33. Page N-95_____ Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.

34. Page N-61____ State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and § 20-2-910.

PARENT AND COMMUNITY INVOLVEMENT

35. Page N-9___ Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

36. Page N-73___ Describe the level of autonomy the charter school will have over budgets and expenditures.

37. Page N-73___ Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.

38. Page N-73___ Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for State Board of Education Rule 160-4-9-.04.

39. Page N-73___ Provide a proposed timeline as to when the charter school will begin to receive state and local funding from the local board in order to begin operations.

40. Page N-73_____ Describe the charter school's plans for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

41. Page N-54___ Describe how the governing board will be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50-14-1 *et seq.* and 50-18-70 *et seq.*

42. Page N-54___ Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.

43. Page N-54___ Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.

44. Page 123___ List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
45. Page A13-10__ Disclose any potential conflicts of interest of the founding board members.

46. Page N-10___ Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

47. Page N-73___ Describe how the governing board will ensure effective organizational planning and financial stability.

48. Page N-70___ Describe the method that the local board and the charter school plan to utilize for resolving conflicts.

49. Page NA_____ State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

FACILITIES

50. Page N-89____ Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing.

51. Page N-89____ Describe any modifications necessary for utilizing the space for educational purposes.

52. Page Appendix 8.3__ Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.

53. Page Appendix 8.5__ Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.

54. Page Appendix 8.6__ Provide the school's emergency safety plan, or a timeline for preparing a safety plan in accordance with O.C.G.A. § 20-2-1185 and submitting it to the Georgia Emergency Management Agency.

JOINTLY AUTHORIZED CHARTER SCHOOLS **-** Required if two or more local boards will jointly authorize the charter school.

55. Page NA___ State which local board will be the fiscal agent for the jointly authorized charter school.

56. Page NA___ Describe how each local board will contribute local revenue to support the charter school.
57. Page NA___ Attach an agreement detailing the investment and responsibility of each local board regarding the jointly authorized charter school.

VIRTUAL CHARTER SCHOOLS – Complete and attach the "Addendum for Virtual Charter Schools" checklist, located at http://public.doe.k12.ga.us/pea_charter.aspx.

REQUIRED APPENDICES

- App. Appendix 4.9___ Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).

- App. Appendix 4.3 Attach a copy of the by-laws for the nonprofit corporation (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).

- App. Appendix 7.1_____ Attach a copy of any admissions application the charter school proposes to use.

- App. Appendix 7.3 and 7.4_____ Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

- App. Appendix 6.1_____ Attach a monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation.

- App. NA_____ Attach alternative monthly cash flow spreadsheets projecting revenues and expenditures that assume one-half (1/2) of the projected student enrollment for the first two (2) years of operation.

- App. Appendix 6.1_____ Attach spreadsheets projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.

- App. NA___ Attach documentation of any sources of revenue appearing in the spreadsheets that are anticipated to come from private sources.

- App. NA___ Attach a copy of any agreements with other local schools for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

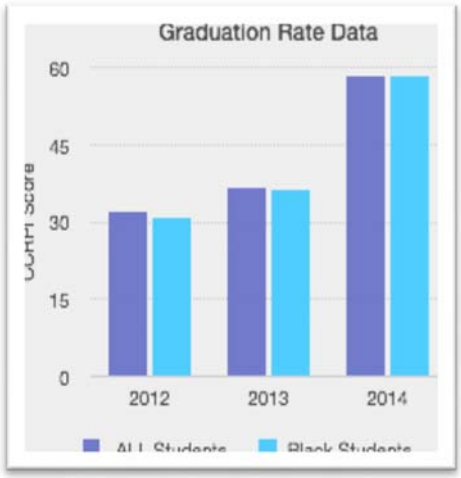
- App. NA___ Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.

# Executive Summary

**Origin, History and Innovations**. As a program alternative for students who have unique needs as a result of family and life circumstances associated with the court and juvenile justice systems, Destiny Academy initially opened in 2008. Enrollment was generated by the DeKalb County Student Services Department. Students were referred to Destiny Academy by the department as an alternative to expulsion. As a result of its success with these students, in 2010, Destiny Academy was invited to form a start-up charter high school. The Destiny Achievers Academy of Excellence (DAAE) Charter High School's Start-Up Petition was approved without any revisions for operations as a charter high school for a term of five years. DAAE is seeking the renewal of its charter for another five year term. DAAE serves students in grades 9 through 12. Our enrollment has grown steadily beginning with on 30 students to its current 120 students. The potential and original enrollment of 300 students is planned. The school's innovations have included an older student initiative, Saturday tutorials, credit recovery, extended day classes and dual enrollment options with other local district schools and local colleges to create a school without walls. An advisory period was added to the daily schedule to foster the development of life skills and promote college and career readiness.

## Academic Performance and Student Growth

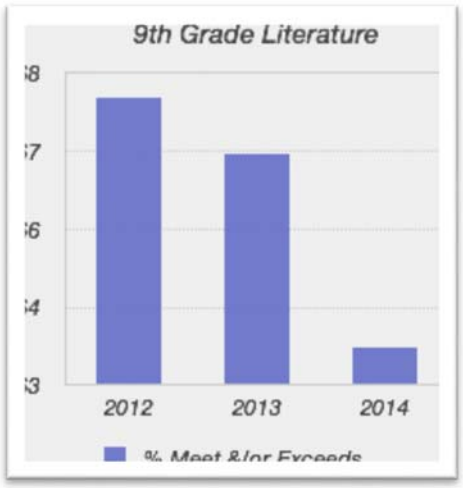
### i. Academic Performance, Student Growth, & CCRPI/Georgia Milestones

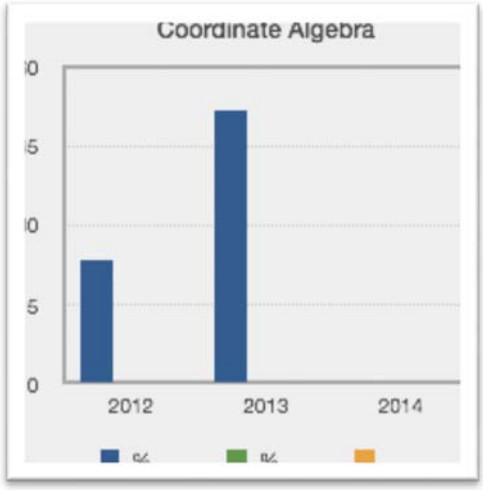



DAAE has demonstrated increased academic success as a high school charter in its graduation rate and subject area test performance. DAAE has maintained or increased its performance scores on the CCRPI's Content Mastery Achievement and Post-High School Readiness performance indicators for the 2012 and 2013 school years. The graduation rates for the four-year cohorts of DAAE have shown improvement for three consecutive years with a significant increase of 21.5 percent in 2014. Destiny continues to strive to have its five-year cohorts persist in achieving a high school diploma. The five-year cohort rates were mainly stagnant due to former the Georgia High School Graduation Test (GHSGT) requirements.

Although the total score of 38.2 for the 2014 College and Career Ready Performance Index indicated the desired target in student achievement and progress points was not met, DAAE achieved a School Climate Five-STAR rating, highest possible score. The group sizes for two of the mathematics End-of-Course Tests were too small to add to the calculations. The lack of points earned in these areas caused us to achieve a lower overall score.

The three years of data for 9th grade Literature and Coordinate Algebra (see charts on the following page) demonstrate growth over a three-year period. For 9th Grade Literature it can be seen that the test scores went down slightly over the three-year period. When it came to Coordinate Algebra the students show a trend of increasing scores from 2012 to 2013. It can be noted that there is no score for 2014, as the number of students was too small to report.




As we continue to focus on the student data, we have come to realize that while we are doing a good job at getting our students graduated, our students' performance on tests is not very good. We have not been intentional enough about finding out what our students' deficiencies are and what specific strategies will help them master the standards and ultimately assist them in the learning process. The renewal petition addresses these issues. Our pre-assessment processes will identify students' strengths and weaknesses. Direct instruction and blended learning, and hybrid models for grouping students will address the learning deficits that our students have. The reverse will also be addressed for those talented and gifted students. More time can be spent with them developing challenging course content and project-based learning situations, in addition to dual-enrollment in college courses. An Individual Learning Plan (LIP) designed from data and student/parent/guardian information will be created for each student at DAAE beginning in 2016-2017. The technology will be used for monitoring and communicating about student progress and student efficacy. Additionally, while students are working in the personalized environment, teachers can pull them out in small groups and give them the amount of time necessary to counsel and instruct in the areas most needed.

ii. **Governance:**

Governance training for the board was not always met as scheduled. However, the Board has committed that all Board members will be required to obtain at least six hours of training annually. They are scheduled for their first training on August 14 and 15 and all six have committed to that training. The governance of the charter school has been highly effective during its first start-up charter cycle. The Board maintains an active membership and holds board meetings open to the school's stakeholders. The control over the school's operations is prudent and managed independently of the local district by the school administration. The approved waivers related to operations are followed as specified. Board Members focus on governance and refrain from management decision-making and do not interfere with school operations. To date the board has reviewed and revised its Mission statement and its By-Laws. It has scheduled training for the month of August 2015, and is planning to develop a Board Calendar for training for the 2015-2016 school year. In addition the board has decided that the school should have a full-time Principal and has decided not to fill the CEO position.

iii. **Fiscal Knowledge & Responsibility:**

Policies and procedures have been developed and approved by the Governance Board for financial decisions. The Board recently hired a part-time Chief Financial Officer and an Auditor to audit their books and bring all financial information up-to-date. Additionally, the Governance Board has formed a Fund Raising Committee and has asked that every Board member commit, as to their ability and means, to making an annual financial donation to the school. All of the Governance Board members have made that commitment. For each of the

three years of the charter term, the School has managed to show a respectable fund balance. Student enrollment is very important to the success of the school and while the initial enrollment of students was helped by the referral process from DeKalb County Department of Student Services referral. It has become incumbent upon DAAE to form solid partnerships with others, especially the Department of Juvenile Justice and to seek referrals for students to the School.

Academic: While there were years that the school did not reach its academic goals, it was clear that there was growth in student performance. However, the achievement made by students was not enough to achieve the goals identified in the petition. As data continues to be reviewed, staff has come to realize that knowing exactly where students are when they enter the school would be helpful in the teaching and learning process. Therefore the renewal petition includes an enrollment process that has a Universal Screener and academic assessment process that will clearly allow teaching staff to identify students' academic strengths and weaknesses. Additionally, the enrollment process will see information that will support the five pillars on which the school was *originally built*: (1) academics, (2) health/wellness, (3) student advisement/mentorship, (4) student engagement, and (5) parent involvement

Parent Involvement: While some of the parent involvement goals were met, many were not. Staff discussed how parents/guardians interfaced with the school, the staff and ultimately the students, and it became clear that they were using a traditional metric for a non-traditional situation. Parents were expected to come up to the school to check on their students, even when there was technology that allowed the parent to view the grades and teacher comments via computer. Many of the students they were working with had poor relationships with their parents, had no relationships with parents, or were living with other family and/or extended family members. The people, who actually supported them, may not have any blood relationship to them at all. Therefore, there is a need for relationship building, one that sustains healthy relationships in an extended-family format in order to support our students. DAAE is fortunate to have a certified Botvin Life Skills trainer on staff currently working at the school. She will work with students and parent/guardian/family member to "knit" and build the relationships of these groups to support the DAAE student. The Botvin Life Skills programs are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life. In other words it is a set of human skills that help all of us adjust to everyday experiences and problems that are encountered in everyday life, that require us to respond in a way that depends on the social norms of the community expectations in which we live on a daily basis.

There was no Breach of Contract Notice during the most recent charter term. No termination proceedings were initiated during the most recent charter term.

Destiny has been able to save many lives. But there are still many more to save. With new innovative strategies and new best practices and student input in the best ways to serve them, this new Petition will get the job done for students.

## I. THE CASE

**1. Why do you want a charter?**

Destiny Achievers Academy of Excellence (DAAE) is a DeKalb County School District (DSDC) charter school that is currently operating in the fifth year of its initial charter petition agreement with the Georgia State Board of Education. DAAE's Governance Board and Leadership Team continue to carry the mantle of the Founding Board to work with high school aged boys and girls who were either caught up in the juvenile justice system and/or found themselves behind in high school credits because of their "at-risk" circumstances. The work is, without a doubt, challenging but the consequences of not completing high school is even more dismal. The findings from the National Governors Association report, *"Achieving Graduation for All,"* show that at-risk situations—academic failure, lack of engagement that leads to poor attendance, problematic behavior, and life events—typically combine to convince young people that school is not for them[1].

However, over the last four years DAAE has demonstrated success with graduating students who are in at-risk situations. The first two years started out slow, but as students enrolled at DAAE to recover high school credits, they were able to do so and graduate within the current school year. Graduation rates for the four-year cohort of DAAE has shown significant improvement for three consecutive years with a marked increase of 21.5 percent in 2104. DAAE continues to strive to have its five-year cohorts persist in achieving a high school diploma. However the five-year cohort rates were mainly stagnant due to the now discontinued Georgia High School Graduation Test (GHSGT) requirements.

This School's graduation data demonstrates the Founding Board's desire to work with these young people because they have value and are deserving of *"another chance to complete their education."* DAAE was developed and implemented out of this need as a way to develop the full potential and inherent talents of students who are in at-risk situations. The Governance Board's experience with DAAE, over the past four years, has served as the best example of what the Charter School can do for young men and women who come from adversity and difficult situations. DAAE is uniquely structured to offer students a teaching and learning environment that has the supports and flexibility necessary for earning their high school diploma. DAAE accomplishes this through:

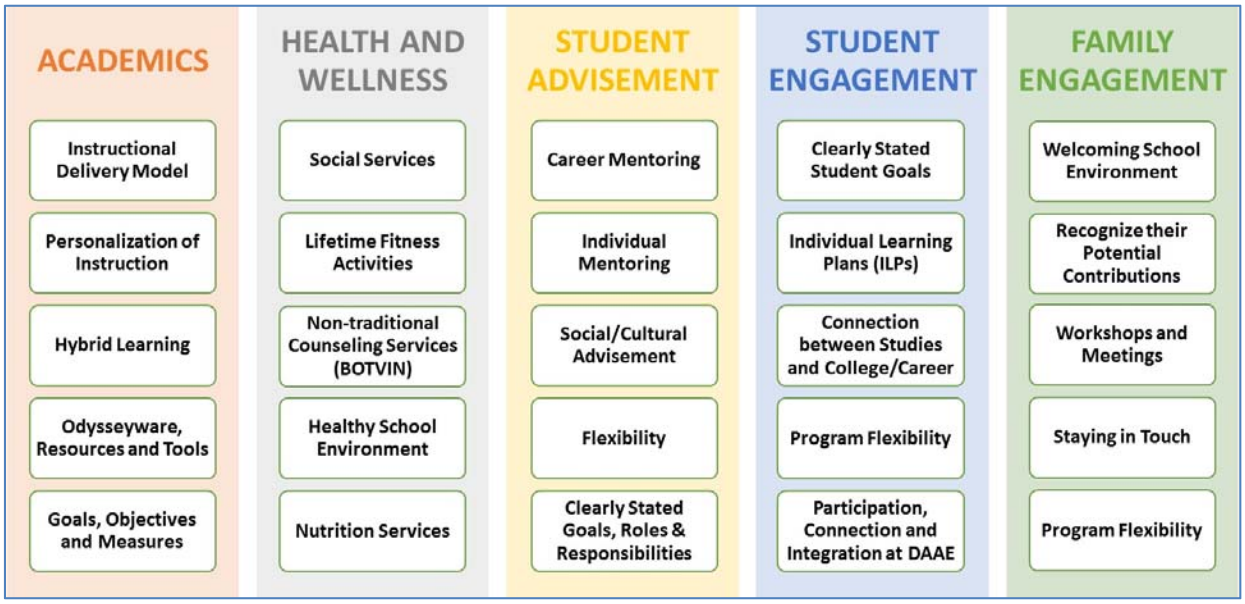
1. An *Engaging and Customizable Curriculum* aligned to the Common Core Georgia Performance Standards (CCGPS) for Mathematics and English Language Arts and Georgia Performance Standards (GPS) for all other content areas.
2. A Rich Selection of Career and Technical Education Courses
3. Hybrid Classroom for Individualizing Instruction
4. State-of-the-Art Learning Management System (LMS) via "Odesseyware"
5. Multiple Levels of Student Support
6. Cross Functional Approach to Teacher Responsibilities and Accountabilities
7. Effective and Efficient Management of Daily Operations

[1] National Governors Assn Center for Best Practices. (2009). *Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery*. Retrieved 06/01/15: http://www.nga.org/files/live/sites/NGA/files/pdf/0910AchievingGraduation.pdf.

> "The Charter School is a public school, but is different in two distinctive ways from the traditional public school: *autonomy and flexibility*. Charter schools are governed, not by a local board of education, but by an autonomous non-profit board of directors, and they receive flexibility from certain state and local rules and regulations from their local school districts (LEAs) in exchange for a higher level of accountability. Charter schools use this flexibility to implement innovative or unique programs, in order to provide educational options to parents and students that are not typically available in the traditional public schools."
>
> ~Georgia Department of Education, Charter Schools Division www.doe.gov

The Governance Board is seeking a five-year renewal term for DAAE so that the School can continue to work with and help students who are at-risk, obtain a High School Diploma and leave the School with a solid plan for transiting into a career and/or college. Although the total score of 38.2 for the 2014 CCRPI indicated the desired target for student achievement and progress point was not met. DAAE achieved a School Climate Five-Star rating. The group sizes for two of the mathematics End of Course (EOCT) tests were too small to add to the calculations. The lack of points earned in these areas dragged down the School's CCRPI score.

DAAE has maintained or increased its performance scores on the CCRPI's Content Mastery Achievement and Post-High School Readiness performance indicators for the 2012 and 2013 school years following the School's Five Pillars of Student Achievement, which has been revised over the last four years, based on the School's progress towards achieving its goals.




*DAAE's Five Pillars of Student Achievement*

DAAE also graduated its largest class of students this year, 2015 (see photo on following page). The Governance Board and the Leadership Team would like to continue graduating students, who find themselves in at-risk situations.




**a. What is your motivation for applying to be a charter school?**

Nationally, there are more than 70 million children under the age of 18 in the juvenile justice system and by the year 2020 the projections are for that the number to exceed 80 million across the nation. From 2009 to 2013, DeKalb County had the highest population of juveniles identified in the "at-risk" population with a total of 47,741 children; and Gwinnett County came in second with more than 37,000 children (U.S. Census Bureau). These are two of the largest counties in the state with juvenile at-risk populations the size of some large school districts. While many of these students will not find their way back to public high schools in DeKalb County, they may represent one of the reason the graduation rate in DeKalb County is low.

Additionally, Research from the Center for Labor Market Studies shows that 1.3 million people drop out of school every year, and only 69% of those who enter 9th grade finish high school in four years. In 2008, 54% of this group, on average, was out of work compared with 13% of college graduates; 40% of dropouts were jobless for the entire year; dropouts earned $8,358 or one third of what the total population under 25 earned in 2007[2]. The data clearly demonstrates that continuing the work of DAAE is a community imperative.

Given these statistics and DAAE's initial success, the School is highly motivated to obtain approval of its Charter Renewal Petition Application so it can continue to:

[2] The Center for Labor Market Studies. (2009). *The Consequences of Dropping out of School*. Retrieved 06/01/15: http://iris.lib.neu.edu/cgi/viewcontent.cgi?article=1022&context=clms_pub.

- Provide another opportunity for students to learn and achieve in a non-traditional public school educational setting;

- Provide another opportunity for students to graduate from high school, and recognize their talent potential to become contributing members in the community.

- Promote diversity—which means more than coming from a low income background and/or being minority—by enrolling students from across multiple neighborhoods within DeKalb County and implementing an education program that meets the needs of learners from a wide variety of backgrounds:
    - Encourage mix of strong teachers, involved parents, and engaged students
    - Civic skills development that encourages tolerance and reduces stereotypes
    - Cognitive skills for developing the 4Cs (Trilling and Fadel, 2009)[3] needed for life in the 21st Century—communication, critical thinking and problem solving, collaboration, and creativity and innovation.

- Enroll a larger proportion of students who have characteristics that would suggest being at-risk—for example: minority students, low income, older, single parent, works more than 15 hours a week, had not participated in college/career preparatory program, etc.

- More families deserve the chance to send their children to a high quality charter school in spite of their actual and perceived at-risk circumstances.

DAAE's Governance Board, Leadership Team, teachers and staff are also highly motivated by the School's mission to increase the number of students who graduate from high school recognizing their full potential so they can, ultimately, become contributing members of the community. This contributes to increasing DCSD's graduation rate. Further, DAAE is motivated by the learning from the last four years of operating the School and their sincere desire is to continue implementation, improvement, and refinement of the best practices discovered of what will work for the students that choose to attend DAAE. By having the opportunity to continue, DAAE knows that it can and has changed the lives of students who are at-risk.

Interestingly, over the last four years many of the innovations that were implemented at DAAE are no longer innovative as when the school first opened its doors to serve students who are at-risk. It was difficult to achieve high graduation rates *and* high End of Course Test scores simultaneously. However, one of DAAE's strongest attribute is having a climate of care and support for its students as evidenced by the School CCRPI rating of 5 in this particular area (https://qualityrated.decal.ga.gov). A score of **5** is the highest score that a school can achieve, which indicates the following about DAAE:

> *School climate refers to the quality and character of school life – the "culture" of a school. A sustainable, positive school climate fosters youth development and student learning, which are essential elements for academic success, career-skill improvement and overall quality of life. The School Climate Star Rating helps determine whether a school is on the right path to school improvement.*

[3] Trilling, B, and Fadel, C. (2009). *21st Century Skills Learning for Life in Our Times*. San Francisco, CA: Jossey-Bass.

| CCRPI Indicator for School Climate | |
|---|---|
| **STAR Rating** | **Descriptor** |
| 5-Star | Schools ranked excellent according to the school climate index |
| 4-Star | Schools ranked above average according to the school climate index |
| 3-Star | Schools ranked average according to the school climate index |
| 2-Star | Schools ranked below satisfactory according to the school climate index |
| 1-Star | Schools ranked unsatisfactory according to the school climate index |

State School Superintendent Richard Woods said, "Research has shown us that school climate has a strong impact on student achievement. The data used to develop the 2014 Star Ratings proves this once again. If your school has a positive climate, it's giving students the environment they need to learn. You'll likely see high achievement there ***or a school that's on the right track towards high achievement***." Clearly, DAAE is on the right track!

Each school in Georgia received a one (1) to five (5) Star ratings, with five (5) Stars representing an excellent school climate, and one star representing a school climate most in need of improvement. School Climate Star Ratings are an informational tool for schools, administrators, and parents; they do not affect the school's College and Career Ready Performance Index (CCRPI) score.

**b. What will you be able to do with a charter that you cannot do without a charter?**

DAAE will have the flexibility to: (1) provide the STRUCTURE, (2) develop the CULTURE, and (3) offer the PROGRAMS where students at-risk can thrive in a non-traditional high school setting. This framework is undergirded by developing with each student their own Individual Learning Plan that focuses on:

(1) Defining each student's graduation goal, clear pathway for graduation, and a specific timeframe for achievement;

(2) Utilizing a Learning Management System (LMS) to track student progress, mandated counseling/advising, work in cohorts/small groups, teacher engagement, parent engagement, etc.; and

(3) Providing extensive focus on job placement and college placement aligned with appropriate life skills development using the Botvin curriculum.

DAAE's success (retaining and graduating students at-risk) is a direct function of the School's organizational practices and structure. Through utilization of the full flexibility waiver, DAAE is able to modify the instructional day for students; the instructional materials used; daily attendance requirements; class sizes and the seat time, to name a few. The modified school day and daily schedule at DAAE encourages students to attend full-time by offering sequential scheduling of courses in flexible block scheduling by course. Students are able to attend DAAE from 8:30 am to 1:30 pm or from 12:30 pm to 6:00 pm three to four days each week. This schedule allows students to have a standard work schedule if they need to be employed while in school, and assumes a predictable daily routine which has been identified as a way to keep students engaged in the education process.

Additionally, the School's culture and goals stress STUDENT RETENTION, COMPLETION, and GRADUATION—which is in direct alignment to the School's mission and vision—and are key to

achieving student success. PLUS academic and student support services are provided that promote the completion of high school courses, college placement and job placement. Clearly a combination of approaches are being utilized by DAAE students in order for students to thrive, graduate and attend college and/or begin work.

The smaller school setting of DAAE with fewer students on campus, compared to students' home high schools, provides more opportunities for interaction between teachers and staff and students, which research suggests also increases retention. Another factor that is expected to improve graduation rates is the fact that the school provides students with a clear connection between their studies and a job and/or college degree attainment. DAAE will be constantly reviewing employer demand to inform career and technical program offerings and student advisement.

In summary, DAAE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the School is structured to have shorter course lengths, full time enrollment, and a strong job/career and college orientation that will help at-risk students—who might not succeed in a more traditional high school setting—succeed.

**c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.**

The Governance Board met with the Chief Executive Officer at the end of last school year and made their recommendations on what should be done for the next school year. The recommendations included surveying parents of students to get their input on how they felt about the school and how their students were performing at the school. The Governance Board also stated that they saw a need for the school to continue and that the Leadership Team should move forward with seeking the renewal of the School's Charter Petition.

***See Appendix 1.1—Parent Survey Instrument and Results***

The Governance Board and Leadership Team also completed an informal analysis of high schools' student achievement data within DCSD. Additionally, the Governance Board reviewed the County's comprehensive redevelopment plan, inclusive of its current and projected demographics, completed several windshield surveys of the area, and talked to parents and community leaders to understand their perspectives on public school education and needs within their communities.

Some of the findings from the review of the comprehensive redevelopment plan were: DeKalb County's population is 691,893 (US Census, 2010), contains about 10% of the City of Atlanta and is part of the five-county core of the Atlanta metropolitan statistical area. DeKalb is the third most populous county in the metro area, as well as the most diverse county in the entire state of Georgia. While, DeKalb is the second most affluent county with an African American majority (behind Prince George County, Maryland), the communities with a majority African American population tend to fall below the county's median income, while the communities with the majority white population have incomes above the median. DAAE serves predominantly African American communities with median incomes that fall well below the county's median income.

The median income for a household in the county was $49,117, and the median income for a family was $54,018. Males had a median income of $36,270 versus $31,653 for females. The per capita income for the county was $23,968. About 7.80% of families and 10.80% of the

population were below the poverty line, including 14.10% of those under age 18 and 8.70% of those ages 65 or over (US Census, 2010). Clearly, a significant portion of the county's minority population is earning wages below the median and just over 14% of residents below the age of 18 are living below the poverty line. DAAE can provide a high quality education for students with unique needs and especially those who come from adverse and at-risk situations in the county regardless of their race or income levels.

Since early 2012, the Chief Executive Officer for DAAE and the Governing Board had been in meetings with community members to get stakeholder perspectives on the public education needs within the community to inform the continued needs of the students who were attending the high school. It should be noted that DAAE's CEO passed away recently, and his main responsibilities have been passed on to the Principal and the Leadership Team.

Parents shared their vision for college and career readiness with an emphasis on helping students to develop life skills for work and for personal development. Parents also suggested that, as the school grows, it should consider additional career pathways for the students to learn as much about career possibilities as they could. Parents seemed to realize that technology was becoming a way of life for all of us and that computers were everywhere, certainly there had to be jobs in the technology field. Parents were also excited to learn that college and career readiness was a real possibility for their students as they completed their diploma and/or high school programs.

The conversations opened the doors for discovering what "could be" for the community and for learning what the possibilities could be for the students. Community stakeholders, parents, school staff, community leaders and even students were equally excited to learn more about the Career Ready Performance Index (CCRPI) and how this could impact the course offerings at the school. Parents were equally excited to learn that there would be many opportunities for them to participate in the activities and programs at DAAE and suggested that the School have a volunteer coordinator to match parents to school needs. Additionally, parents/guardians and community stakeholders were asked about the following:

(i) Curriculum design – to provide input for developing a rigorous and high-quality curriculum. The School solicited parents/guardians and community stakeholders buy-in for the academic design as well as their commitment to support their child at home and while at school;

(ii) Governing Board development – to learn more about the board's oversight responsibility for the school and how it ensures that the mission of the school is being carried out to increase student academic achievement. Parents/guardians and community stakeholders also have the opportunity to serve on the governing board or on one of its committees or task forces;

(iii) School Advisory Council development – to understand how such a council might work at the school and be inclusive of parents, teachers, staff, and administrators;

(iv) Marketing and Enrollment – to participate in the community outreach efforts and share their experiences and involvement with potential students and their families; and

(v) Facilities – to better understand all the steps involved in reviewing the school's facilities options by being part of the Governance Board's Facilities Taskforce.

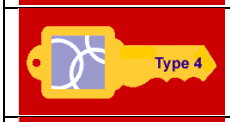
**Continuing Involvement of Parents and the Community**. Parents and community stakeholders shall continue to actively participate on the governance board and its various committees and task forces. In order to increase family involvement at the school, the Governance Board is taking a more intentional approach to family and community engagement by adopting the National Network of Partnership Schools (NNPS) Model developed at John Hopkins University. This model helps to organize and sustain excellent research-based and goal-oriented programs of school, family and community. The family and community engagement plan will be implemented by the School's Community Liaison. The four essential elements of the NNPS model are:

1) Action Team for Partnerships – to organize and sustain the program with the aim to create a welcoming school environment and engage families and the community in ways that support student achievement and success;

2) Framework of Six Types of Involvement – parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

3) One-Year Action Plan for Partnerships – organized by type of involvement and focuses on the activities for each of the Six Types of Involvement.

4) Program Evaluation – includes evaluations to assist the School with documenting progress, program strengths and weaknesses, and improvements for the following year's plan.

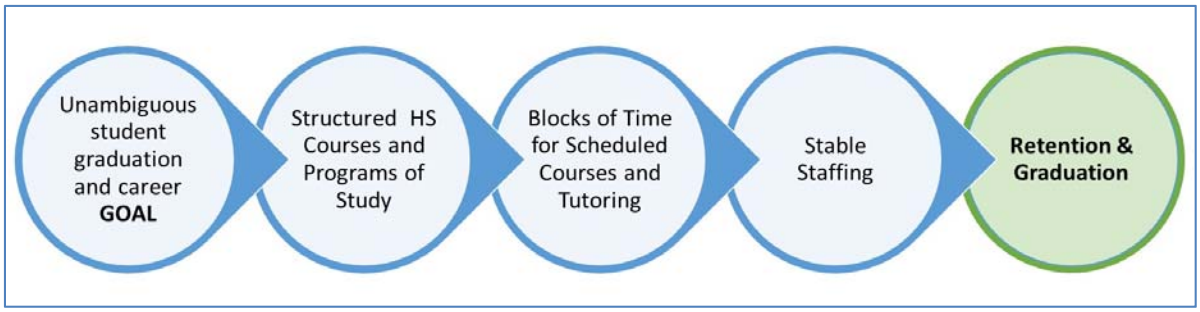
| Keys To Successful Partnerships: SIX TYPES OF INVOLVEMENT | |
|---|---|
|  | PARENTING – assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families. |
|  | COMMUNICATING – conduct effective communications from school-to-home and from home-to-school about school programs and student progress. |
|  | VOLUNTEERING – organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times. |
|  | LEARNING AT HOME – involve families with their children on homework and other curriculum-related activities and decisions. |
|  | DECISION MAKING – include families as participants in school decisions, and develop parent leaders and representatives. |
|  | COLLABORATING WITH THE COMMUNITY – coordinate resources and services from the community for families, students, and the school, and provide services to the community. |

Additionally, DAAE will continue to build its Parent Teacher-Student Organization (PTSO) where all parents/guardians, students and teachers shall be encouraged to participate in and advocate for the school. Working with the Principal, the PTSO will continue to provide before and after-school program ideas, resources, support and volunteer leadership. Through the PTSO, DAAE shall establish consistent communication channels among parents, teachers, students, and administration using a variety of traditional and electronic formats.

***See Appendix 1.2—PTSO Officers***

**i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.**

See Section VII: Student Admissions for a map of the school attendance area and ***Appendix 1.3—Parent Support and Parent Contract***. From 2009 to 2013, DeKalb County had the highest population of juveniles identified in the "at-risk" population with a total of 47,741 children. This statistic is the cornerstone of the need for DAAE in the County. Without exception, working with students who are at-risk is challenging. As a result, DAAE has worked to improve the delivery of its instructional program model, which now involves having students participate in a structured program of coursework ***(See Appendix 5: Curriculum)*** where each students must set an unambiguous graduation and college/career goal. This is foundational to the retention and graduation of students at DAAE.




*Summary of DAAE's Instructional Program Delivery Model*

This particular School in the community is necessary for reaching students at-risk and helping them to succeed and be contributing members of the greater community. Research shows that the components of the model illustrated above when used with students who are at-risk enables them to succeed because the courses include immediate hands-on work from the start while advisors work with students to secure mentorship/internships opportunities during their time at DAAE. Additionally, the high school courses and programs of study are organized into routine blocks of time for scheduled coursework and tutoring with mandatory attendance expectations. This model is needed to serve this community of students at-risk because:

a) The class sizes are relatively small and are composed of multi-age students who are able to start a high school course of program of study every nine (9) weeks.

b) Attending school in define blocks everyday throughout the program allows students to integrate their routine work, childcare, and other obligations around these hours, and for other students it makes arranging for transportation easier. DAAE will allow students to shift blocks if life changes intervene, such as a job.

c) DAAE updated to a balanced schedule calendar (***See Appendix 7.4 – Annual School Calendar***).

d) The curriculum in all cases is structured around objectives and learning outcomes with clearly defined expectations for students (***See Appendix 5—Curriculum)***. In addition to independent study out of class, students work every school day in labs receiving teacher support, tutoring, and doing hands-on work.

e) DAAE students often lack career and college readiness and preparedness. They need structure and discipline, which includes a dress code and uniform policy. Students are provided with all needed books, manuals, and tools to ensure that they can be successful from the start of class.

d) All DAAE teachers have at least three years of teaching experiences with clearly defined responsibilities, regular evaluations (self, student and peer), and supervisor observations, which are used in decisions about continued employment, salary and promotion.

e) Along with a passion for the work and helping students, DAAE emphasizes stable staffing as important for student success because accomplishing the mission and vision of the School is a team effort and a stable staff is the backbone of the School.

In summary, DAAE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the School is structured to have shorter course lengths, full time enrollment, and a strong job/career and college orientation that will help students at-risk —who might not succeed in a more traditional high school setting—succeed.

**ii. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.**

***See Appendix 1.3—Parent Support and Parent Contract***

**iii. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.**

Working to engage partners and develop partnerships is an ongoing process for DAAE. The School expects to have a number of partnerships and business arrangements to provide educational services for students and operational services to the School and the Governance Board. The Governance Board and the Principal will jointly decide and shall be responsible for the programs and partnerships of the school. Since these programs and partnerships may include compensation, the following steps must be completed before a program or partnership arrangement is signed: (i) the board and Principal are in agreement that there is a need for the program or partnership; (ii) staff and parents support the program or partnership; and (iii) the organization providing the service to the school has a satisfactory performance record.

The Governance Board and the Leadership Team has been working on several potential partnerships to support the academic and instructional program at the School. The currently

uses a Partnership Opportunity Form to track partners. These potential partnerships include, but is not limited to:

1. DeKalb School of Technology South is an accredited career and technology focused high school that serves thirteen DCSD feeder school. DAAE students are able to select a program of interest from their course offerings. Students spend half the school day at the DeKalb School of Technology receiving hands-on instruction in that area of study. Through this partnership, DAAE is providing options for students to explore and learn more about technology careers.

2. *Georgia Perimeter College* (Panthersville Campus) is being considered to develop an early college prep program focusing on exploration in nanotechnology, micro-electronics and other support technologies, which are especially important in the medical fields and provide opportunities to learn about emerging careers in technology.

3. *Metro Atlanta Chamber Technology Leadership Council.* Metro Atlanta is among the fastest growing high-tech metro areas in the nation – with 13,000 technology companies employing nearing 200,000 technology workers. The Chamber's Technology Leadership Council is a coalition of the region's bioscience and high-tech community dedicated to advancing the industry and promoting continued economic growth to create quality jobs. Through this partnership, the School hopes to provide mentorship and internship opportunities for students throughout their term at the school.

4. *The Advanced Technology Development Center (ATDC).* ATDC is a business incubator that helps Georgia technology entrepreneurs launch and build successful companies. The incubator program has graduated over 120 companies that now generate millions of dollars in tax revenues for state and local governments. Through this partnership, the school will showcase the ways in which S.T.E.M. applications can be converted into viable businesses to drive innovation and advancements in science and technology.

5. *The United States Military Recruitment Offices* –one will be selected that is near the School. DAAE supports students preparing for and in taking the ASVAB test. This gives students the option for entering military service. The ASVAB test is a multiple aptitude battery of tests that measures developed abilities and helps predict future academic an occupational success in the military. It is administered annually and is offered to high school and post-secondary students as part of the ASVAB Career Exploration Program. The program provides tools to help students learn more about career exploration and planning, in both the civilian and military worlds of work.

   The ASVAB test is required of every branch of the US Military Services and it serves two primary purposes for the Air Forces (1) it determines whether the person who might enlist has the mental aptitude to be in the Air Force; and (2) it helps determine the career(s) that are most appropriate for the person who might enlist (http://official-ASVAB.com). For example: The mission of the United States Air Force is to fly, fight and win ... in air, space and cyberspace. To achieve that mission, the Air Force has a vision of *Global Vigilance, Reach and Power*. That vision orbits around three core competencies: developing Airmen, technology to war fighting, and integrating operations.

***See Appendix 1.4—Partnership Notice of Opportunity***

**iv. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.**

The following organizations have been partners with us for the past four years and will continue with us as we renew our Charter Petition:

- ***County Line/Ellenwood Community Association*** – provides lists of local events and forums, share knowledge of local history, raises awareness of local political actions and issues that might affect the school, and community engagement opportunities

- ***AT&T*** – provided installation support for the technology lab and funding for school uniforms

- ***DeKalb County Public Library, Ellenwood Branch*** – provided media resources for the school's community outreach efforts and instruction for information literacy

- ***DeKalb High School of Technology South*** – provides courses for students to meet their CTAE requirements

- ***Morehouse School of Medicine*** – provides opportunities for students and parents to participate in health and wellness programs

- ***PATH (Pointing African-Americans Towards Health) Project*** – provides classroom instruction on health and wellness topics

- ***Publix Grocery Store*** – provides refreshments for school meetings and functions

***See Appendix 1.4—Partnership Notice of Opportunity***

**d. What is the Charter School's Mission? How does it support the legislative intent of the school's program to "increase student achievement through academic and organizational innovation?"**

Recently, the Mission statement of DAAE was reviewed taking into consideration the student populations that the School serves. The Governance Board, Leadership Team, teachers and staff decided it was time to modify the mission so as to more aptly express its mission. The following is the new Mission Statement:

> *The mission of DAAE is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and entry into the workforce.*

The legislative intent of the Charter School legislation is to increase student achievement by expanding public school options through the development of high quality charter schools. DAAE has developed an educational program in a particular educational format that addresses the need for a specific group of high school-aged students. The traditional public school format has proven not to work for the unique needs of these students.

**e. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD. Please see Board Policy IBB.**

**Review of Programs of Study at DCSD High Schools**: Destiny Achievers Academy of Excellence Charter School's review of other high school programs in the DeKalb County School District shows that both its Leadership Studies Program and STEM Studies Program remains unique and innovative among high schools within the District.

- Arabia Mountain – EIC Model School; Environmental, Energy and Engineering School
- Cedar Grove – No particular focus stated on website
- Chamblee Charter – Ranked 11th in the state of GA; 22 AP Courses
- Clarkston – No particular focus stated on website
- Columbia – No particular focus stated on website
- Cross Keys – No particular focus stated on website
- Dunwoody – Career Technology and Visual Arts; College Preparatory Courses, AP Courses
- DeKalb Early College Academy – College Preparatory Program
- DeKalb of Technology South – Career and Technology Center
- Druid Hills – IB Program; AP Courses
- Elizabeth Andrews – No particular focus stated on website
- Gateway to College Academy – College Preparatory Program;
- Lakeside – Offers 5 CTAE Pathway Programs; AFJROTC
- Lithonia – NJRROTC; Visual Arts; Instrumental and Choral Music
- Miller Grover – Arts and Athletics
- Ronald E. McNair – No particular focus stated on website
- Stone Mountain – Career and Business Technology; NJRROTC
- Southwest DeKalb – 15 AP Courses; 2 CTAE Pathway Programs;
- Stephenson – The Arts; Horticulture; Landscaping; Botany
- Towers – Career Technology; Instrumental and Choral Music
- Tucker – IB; Career Technology; 18 AP Courses; STEM in 2015

There are currently no schools in the DCSD this is working exclusively with students who are at-risk to ensure that they do not fall between the cracks but rather have a chance to succeed with meaningful supports and utilizing an instructional model based on their needs. In summary, DAAE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the School is structured to have shorter course lengths, full time enrollment, and a strong job/career and college orientation that will help students at-risk —who might not succeed in a more traditional high school setting—succeed.

## II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

**2. What are your school's performance objectives for the proposed charter term?**

DAAE's major performance objectives provides each student with a quality educational experience that will yield a high school diploma and the skills necessary to put them on the road to becoming responsible and contributing members in the community. The School's performance objectives for the charter term 2016-2021 are based on CCRPI and Beating the Odds goals. DAAE proposes to increase its CCRPI composite score to 60 from its current score of 38.2, by 2021 (the end of its second five-year charter term).

**Student Body Composition and Enrollment**. DAAE serves a unique student population of 14 to 21 year-olds. They are non-traditional students who are at-risk. The student population is divided into three groups and students are enrolled into these groups versus by grade level.

- **Group 1: *Individual Course Program*** - Students who wish to recover high school credits and *graduate from DAEE within the same full academic year* they enrolled in the School;

- **Group 2: *Credit Recovery Program*** - Students who wish to recover high school credits at DAAE and *reenter their home high schools* at the appropriate grade for their cohort/age group; and

- **Group 3: *High School Diploma Program*** – DAAE's 9-12 High School Diploma Program enrolls students who enter the school and will spend the *remainder of their high school experience (grades 9 through 12) at the School* and graduate with a high school diploma.

The academic goals are the same for all students even as they may find themselves in unique at-risk situations today. However, DAAE has the capability to serve non-traditional students who are at-risk in an environment that will enhance their success because the Governance Board and Leadership Team believe in the value and worth of these student. Over the five-year period of the renewal charter petition, a total of 300 students will be enrolled in the School as follows:

| Years | Group 1 25% | Group 2 15% | Group 3 60% | Total Students |
|---|---|---|---|---|
| **2016-17** | 56 | 34 | 135 | 225 |
| **2017-18** | 69 | 41 | 165 | 275 |
| **2018-19** | 75 | 45 | 180 | 300 |
| **2019-20** | 75 | 45 | 180 | 300 |
| **2020-21** | 75 | 45 | 180 | 300 |

See ***Appendix 5: Curriculum*** for additional details.

**a. As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE Charter Schools Division's website. These goals will be included in your charter contract.**

DAAE has reviewed the CCRPI and Beating the Odds goals and reviewed the PowerPoint found on the GaDOE Charter Schools Division's website. These goals will be included in DAAE Charter Contract for the renewal term, see ***Appendix 2.1—CCRPI High School Indicators***. DAAE's performance objectives for the proposed charter term are based on the CCRPI and Beating the Odds goals. DAAE's *major performance objective is to increase the School's CCRPI composite score to* ***60*** *from its current score of 38.2 achieved in 2014.*

| **High School CCRPI Achievement Point Data – 2014** | | |
|---|---|---|
| State | DCSD | DAAE |
| 43.6 | 62.8 | 38.2 |

From the table shown above, DAAE achieved 5.4 points less than the state's average for high schools based on the 2014 CCRPI Achievement Point Data and 24.6 points less than DCSD on the 2014 CCRPI Achievement Point Data for its high schools. To make up almost 25 points over a five year period would be a challenging goal for students and staff, but one nonetheless worthy of the effort and necessary as identified performance targets for each of the content areas are completed. DAAE will strive to meet these performance targets and ensure a participation rate of, at least, 95% or greater.

More specifically, the School's performance objectives proposed will be specific for each group of students enrolled at the school. **Group 1**—Students who wish to recover high schools credits and *graduate from DAAE within the same full academic year* that they enter the school. Twenty-five percent (25%) of the proposed annual enrollment at DAAE shall be in Group 1.

| **School Year** | **Group 1** **25%** of total enrollment | **Performance Target: Percentage of Students Meeting High School Graduation Goal** |
|---|---|---|
| **2016-17** | 56 | 60% |
| **2017-18** | 69 | 65% |
| **2018-19** | 75 | 68% |
| **2019-20** | 75 | 70% |
| **2020-21** | 75 | 75% |

Group 1 students will be entering DAAE from an external educational environment and from another cohort group. The School's goal for these students will be to help them recover needed courses for graduation status and to take the End of Course Tests (EOCTs) in the course areas required for that full year that he/she will be in attendance at the School. Students will be held

to the Performance Targets identified in Content Area chart (***see Appendix 2.2—Content Area Achievement Chart***).

DAAE students in Group 1 will attend the School for one full academic year with the objective of graduating at the end of that school year. DAAE's goal is to graduate the largest percentage of students possible. However, given the School's past performance and taking into consideration the new applications of innovations that the School will be utilizing, the target setting for the renewal charter term is cautious but realistic. DAAE believes the projections listed in the chart below are realistic based on revised teacher training and continuous progress monitoring of student performance that will be instituted.

| **CCRPI Graduation Rates for DAAE** | | |
|---|---|---|
| **YEAR** | 5-year Extended Cohort Graduation Rate | 4-Year Cohort Graduation Rate |
| 2012 | 33.3% | 32.1% |
| 2013 | 52.6% | 36.8% |
| 2014 | 42.4% | 58.3% |

**Group 2**—Students who wish to recover high school credits at DAAE and *re-enter their home high schools* at the appropriate grade level for their cohort/age group. Fifteen percent (15%) of the proposed annual enrollment at DAAE shall be in Group 2. These students can only re-enter their home schools at the beginning of a semester. DAAE's goal for these students will be to help him/her recover needed courses in order to re-enter their home school at their appropriate grade level. Students will be held to the Performance Targets identified in the Content Area Achievement Chart (***see Appendix 2.2—Content Area Achievement Chart***).

| **School Year** | **Group 2** **15%** of total enrollment | **Performance Target: Percentage of Students Meeting Their Recovery Credit Goal to Re-Enter Home High School** |
|---|---|---|
| **2016-17** | 34 | 60% |
| **2017-18** | 41 | 65% |
| **2018-19** | 45 | 68% |
| **2019-20** | 45 | 70% |
| **2020-21** | 45 | 75% |

**Group 3**—DAAE's 9-12 High School Diploma Program is for students who enroll at the School and spend the *remainder of their high school experience at DAAE* and graduate with a High School Diploma. Sixty percent (60%) of the proposed enrollment at DAAE is expected to be in Group 3. Performance targets for Group 3 students are stated under Question 2 above and

DAAE will strive to meet these performance targets and ensure a participation rate of 95% or greater.

Additionally, the Content Area Achievement Chart (***see Appendix 2.2***) includes DAAE's current level of performance through the 2014 school year with projected goals for the last year (2015-2016) of the current Charter Petition term followed by performance targets (goals) for the Charter Renewal term (2016-2021). Each number represents the percentage of students scoring at meets or exceeds on the content area tests. In addition to using the overall state performance targets, DAAE also considered its two primary sub-groups: (1) black students; and (2) economically disadvantaged students in establishing the School's targets or goals.

**b. In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.**
**c. For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.**

The following narrative is in response to Question 2.b & c. The prioritized order for improving overall student achievement at DAAE in content areas is illustrated in the chart below:




DAAE strives to maintain and continues to increase student's performance in Physical Science, American Literature, and Ninth Grade Literature at a proficiency rate of 60 percent or greater annually.

As a Title I school, with increased academic performance, DAAE will seek to attain *Reward School Status*.

To achieve Reward School status, the students of a high school receiving Title I funds must show improvement in their graduation rate and academic performance. DAAE has made significant progress in increasing its graduation rate.

**d. As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high- performing gifted students.**

DAAE will incorporate the Beating the Odds factors of race and school size, the CCRPI Exceed the Bar Indicators, participation in the Capstone Project, credits earned from modern language studies, increased use of the Student Longitudinal Data System (SLDS), and other innovative practices to support and improve student achievement.

DAAE's Individual Learning Plan (ILP) enables students to adjust easily to the School's overall instructional delivery model, the Hybrid Teaching and Learning model found in every classroom, and using online tools and resources, including Odysseyware. Additionally, learning plans for high achieving (gifted) students will have:

- Increased rigor on the unit testing in online courses
- Opportunities to complete gifted online courses (e.g., AP classes)
- Opportunities to enroll in college courses (*dual enrollment*)

DAAE's curricula resources along with the SLDS will enable the School to pinpoint where student growth (Group 3 students only) is occurring and where the gaps in learning are. The SLDS will also help the School recognize which teachers may be struggling with moving students in growth percentiles. Armed with this information, the School is able to not only help students, but also its teachers and staff.

DAAE's first STAR rating for school climate in the 2015 CCRPI was a five (5). The School seeks to maintain this 5-STAR climate rating during the charter renewal period. After statewide implementation, the TKES and LKES average score rating and the percent of tested students scoring at a proficient level on a Soft Skills Assessment will be addressed and incorporated as CCRPI Exceeding the Bar Indicators for DAAE.

**e. Indicate the expected rate of student performance growth in each year of the proposed charter term.**

DAAE's expected rates of student performance growth on the CCRPI for the charter renewal term are listed below.

| **Expected Rate of Student Performance Growth - CCRPI** | | | |
|---|---|---|---|
| School Year of Renewal Charter Term | Achievement Points (60) | Progress Points (25) (Typical Growth) | Achievement Gap Pts. (15) Lowest 25% of sub-group making a leap |
| 2016-2017 | 28 | 15 | 10 |
| 2017-2018 | 35 | 17 | 10 |
| 2018-2019 | 40 | 19 | 12 |
| 2019-2020 | 45 | 21 | 14 |
| 2020--2021 | 50 | 25 | 15 |

| **CCRPI Total Target Score Goals** | | | | |
|---|---|---|---|---|
| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| 50 | 53 | 55 | 58 | **60** |

The total possible points for the area of Achievement on the CCRPI is **60**. The 2014 score for the DAAE was 25.2. The School's "Progress Points" score was 12.8 in 2014, indicating an achievement of 48% of the total possible 25 points in this category. The total possible Achievement Gap Points for the lowest 25% of a sub-group making a leap was 15 points. DAAE has made significant progress in closing this gap and achieved 10 points in 2013. However, the School's 2014 results lapsed to 0%, due to a lack of students in more than one sub-group.

**f. You are encouraged to include all or some of the components of the current draft of the** Georgia Department of Education's College and Career Ready Performance Index (CCRPI).

Historically, cohort analysis and measurements have been challenging for DAAE due to the unique make-up of the School's student population. Those students (Group 3) who remain at DAEE for a full academic year or more are the only students for which we can obtain cohort data. Over the last four-year period, the School had less than 15 students per grade level. This challenge is being addressed by assessing the progress of these students have made against other cohort groups and by the increase and implementation of the programmatic innovations in the Renewal Charter Petition Application.

**g. You are urged to include cohort measures that show the progress over time of a single cohort of students.**

DAAE expects that by intentionally placing students in Groups 1, 2 and 3 along with implementing the innovations described in this Charter Renewal Petition Application, the School will be able to increase the enrollment of students who choose DAAE as their four-year high school of choice. As a result, the School have cohort data that can begin to show students' progress over time. DAAE believes this student achievement and performance data will reinforce the work that the School is doing for teachers and staff, students, parents, and the community at-large.

The graduation rate for DAAE has steadily increased since inception. The highest percentage increase among DCSD high schools was achieved by the DAAE, a 21.5 percent increase in the School's graduation rate and this boosted the School's overall graduation rate to 53 percent. DAAE's goal is to achieve and maintain a 100 percent graduation rate during the entire charter renewal term. One hundred percent (100%) of DAAE students are expected to meet the requirements for passing the Georgia High School Writing Test (GHSWT) annually. This goal was achieved in 2015, with 100 percent of our 2015 graduating cohort of student passing the fall 2014 GHSWT test compared to the district's 96 percent pass rate. On the February 2015 GHSWT test, 88 percent of DAAE students were proficient and the School's GHSWT proficiency rate for 2015 is 92.5 percent.

**h. You are also urged to include national norm-referenced test results among your performance measures.**

Nationally norm-referenced tests are generally not given to all high school students simultaneously. However, DAAE actively encourages students to take the ACT and/or the SAT tests. Student achievement in this area will be traced through the CCRPI's Post High School Readiness Indicators showing the percent of graduates entering college not requiring remediation or learning support courses or those scoring program ready on the Compass or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT. Currently, too few students at DAAE take the ACT or the SAT. However, those that are capable and wish to do so will be encouraged and supported to take the tests. Additionally, the new petition includes the use of the STAR 360 program, which will provide us with a way to assess our students on the Nationally normed STAR Math, and STAR Reading tools, which can be used as formative testing measures.

**i. Be specific, measurable, attainable, relevant, and time-based (SMART).**

**Goal 1:** Increase the percentage of students who graduate from high school within five years of entering the 9th grade at Destiny Achievers Academy of Excellence.

**Performance Measure**: Graduation rate as it relates to DCSD in meeting its target for graduation over the following years:

| GRADUATION RATE | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 90% or greater; or an increase by 2% from the district's rate |
| 2017-2018 | 95% or greater; or meet or exceed the district's average |
| 2018-2019 | 100% or greater; or meet or exceed the district's average |
| 2019-2020 | 100% or greater; or meet or exceed the district's average |
| 2020-2021 | 100%; or meet or exceed the district's average |

**Goal 2:** Increase the student achievement scores by specific percentages each specific year in the content area of English Language Arts.

**Performance Measure:** Percentage of students scoring basic proficiency or above on the Georgia Milestone Test in 9th grade Literature and American Literature will meet and/or exceed DCSD average for the following years:

| ENGLISH LANGUAGE ARTS | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 90% |
| 2017-2018 | 91.5% |
| 2018-2019 | 92% |
| 2019-2020 | 96% |
| 2020-2021 | 98% |

**Goal 3:** Increase the student achievement scores by specific percentages each specific year in the content area of Mathematics.

**Performance Measure:** Percentage of students scoring basic proficiency or above on the Georgia Milestone Test in Coordinate Algebra and Analytic Geometry will meet and/or exceed the DCSD average for the following years:

| MATHEMATICS | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 36.5% |
| 2017-2018 | 49.2% |
| 2018-2019 | 69% |
| 2019-2020 | 72% |
| 2020-2021 | 75% |

**Goal 4:** Increase the student achievement scores by specific percentages each specific year in the content area of Writing.

**Performance Measure:** Percentage of students scoring basic proficiency or above on the Georgia High School Graduation Writing Test (GHSWT) in Writing will meet and/or exceed the DCSD average for the following years:

| WRITING | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 95% |
| 2017-2018 | 95% |
| 2018-2019 | 97% |
| 2019-2020 | 98% |
| 2020-2021 | 100% |

**Goal 5:** Increase the student achievement scores by specific percentages each specific year in the content area of Science.

**Performance Measure:** Percentage of students scoring basic proficiency or above on the Georgia Milestone Test in Physical Science will meet and/or exceed the DCSD average for the following years:

| SCIENCE | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 73.3% |
| 2017-2018 | 77.2% |
| 2018-2019 | 85% |
| 2019-2020 | 88% |
| 2020-2021 | 91% |

**Goal 6:** Increase the student achievement scores by specific percentages each specific year in the content area of Social Studies.

**Performance Measure:** Percentage of students scoring basic proficiency or above on the Georgia Milestone Test in Economics and United States History meet and/or exceed the DCSD average for the following years:

| SOCIAL STUDIES | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 71.5% |
| 2017-2018 | 75.6% |
| 2018-2019 | 83% |
| 2019-2020 | 86% |
| 2020-2021 | 90% |

**Goal 7:** All students graduating from DAAE must take the ASVAB test and each year a specific percentage of those high school graduates must pass this test.

**Performance Measure:** Percentage of students passing the ASVAB test in the first year of the Charter Renewal Term will be 25% and increasing by 5% in subsequent years.

| ASVAB TEST TARGET SCORES | |
|---|---|
| **SCHOOL YEAR** | **TARGET** |
| 2016-2017 | 25% - Baseline |
| 2017-2018 | 30% |
| 2018-2019 | 35% |
| 2019-2020 | 40% |
| 2020-2021 | 45% |

**3. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?**

DAAE's data management system will be used to ensure that the Governance Board, Leadership Team, teachers and staff know that students are on track to meet the School's academic goals. Odysseyware's Learning Management System (LMS) is the lynchpin in the School's data management system. It enables the management, delivery and tracking of student learning in real-time. During the enrollment process, each student is assigned an Advisor to compile and assess their academic strengths and weaknesses using STAR Assessments, gather any additional student data, and historical testing information. Student data is entered, stored and routinely updated in Odesseyware. After thoughtful analysis of each student's data and consulting with students, Advisors then factor each student's specific learning needs to create his or her Individual Learning Plan (ILP) and set benchmarks as an initial comparison for academic performance and expectations.

The School will use ongoing formative assessments built into Odesseyware and aligned to the Common Core Georgia Performance Standards (CCGPS) for Mathematics and English Language Arts and Georgia Performance Standards for all other content areas. Performance indicators will be created for all course chapters and their corresponding lessons, projects, quizzes and tests. Students along with teachers and advisors can view the indicators as students complete the chapters for each course. Teachers and advisors will track each student's performance on every indicator. As each student completes their daily assignments, proficiency will be evaluated and individualized interventions generated. This information is shared with students, parents/guardians, and appropriate staff whenever any student's grade falls below a demonstrated 70% correct threshold on any individual objective. Student will also receive additional individualized academic interventions if they fail to meet or exceed 70% mastery on end of unit exams.

Once interventions are created, accepted and completed by each student, Odesseyware will track the intervention. If students are identified as not mastering the course objectives, curriculum and instruction modification are made in real time. The Odesseyware system records data on how students interact with the system, time on task, and many other accountability records which teachers and advisors will use to make instructional decisions regarding each student. The data is also available to students and parents/guardians. As students complete each course,

Odesseyware produces individual and aggregated data at regular checkpoints. This monitoring assists with improving the competencies built into the state's performance standards. Monthly reports identify strengths and deficiencies in relationship to key state performance standards and benchmarks to raise overall achievement. Using the School's Data Management System, the Governance Board, the Leadership Team, teachers and staff will know in real-time if students are on track to meet the academic goals described in the Charter Renewal Petition Application.

**a. What assessments will the school administer to obtain performance data for each student?**

DAAE administers classroom, district and statewide assessments as a means to verify student proficiency on CCGPS and GPS. The School uses a variety of assessment types and techniques to measure students' progress towards meeting the academic achievements goals in their ILPs.

***School-wide Assessments*** – DAAE will administer assessments from the STAR Assessments which includes reding, math, English, science, and literacy. This package also has a universal screener that will assist in identifying Lexile scores and ranges for students. Most importantantly, these online assessments will provide information to teachers about student growth and achievement levels that can be used to progress monitor. The STAR assessments provide estimates of students' skills and comparisons of students' abilities to national norms. They are also able to provide comprehensive insight into our students' performance on and *predict* their performance on the Georgia Milestones test, while assisting us in monitoring College and Career readiness through classroom assessments. The data gathered from the STAR assessments will assist teachers in determining the instructional level that students are performing on and it will provide teachers with suggested instructional strategies to assist in planning for instruction. The STAR assessments will be used to monitor student growth throughout the year and will be administered three times each year: fall, winter, and spring.

***District and State-Based Assessments*** – All DCSD and state-mandated tests and assessments will be administered and academic performance data for each student will be used to inform student instruction and teacher professional development. The tests include: Georgia Milestone Assessment System (GMAS) End of Course Tests (EOCT), Student Learning Objectives (S-L-Os) for non-content area courses, Cognitive Abilities Test (CogAT), and the Georgia High School Writing Test (GHSWT). The results from these tests will be used each year to measure the percentage of students meeting grade level expectations for content areas contained in their ILP with an emphasis on the priority content areas of improvement: Coordinate Algebra and Analytic Geometry, Biology, U.S. History, and Economics.

***Classroom-Based Assessments*** – These assessments are curriculum based and provide teachers and specialists with immediate feedback regarding the level of students' understanding and their progress toward goals. Classroom-based assessments include a variety of measures (formal and informal) such as unit tests, chapter tests, quizzes, projects, portfolios, written work, rubrics and observation checklists.

**b. Describe how the school will obtain baseline achievement data.**

During the first two (2) weeks of school, the Leadership Team will oversee the administration of a series of benchmark assessments using Classworks Assessments and Universal Screener, plus teacher observations for all students with respect to core subjects as well as students' social/emotional well-being, to establish current levels of achievement. Student achievement

data will also be reviewed (if available) through the State's Longitudinal Data System (SLDS) and from standardized test results administered at previous schools to document student achievement.

The STAR assessments will provide pre- and post-assessment data and will be generated as students enroll at DAAE. These assessments will also be used as benchmarking tools for student progress monitoring and to inform classroom teachers on how to approach differentiation and remediation in their instructional plan. The results from these assessments and data reports will serve as the School's baseline student achievement data. Additionally, the STAR assessment utilization will serve as a Universal Screener to inform student ILP development. The pre-assessment anticipates and schedules appropriate support classes and interventions for remediation and/or enhancement in Odesseyware and in the assignment of their Classroom Support teachers and mentors.

Additionally, students' baseline achievement data will be used to communicate expectations for learning to students, teachers and staff, and families; determine whether the student can perform the learning objective under naturally occurring situations and if so, to what extent; determine student grouping and placement for instruction; determine what content needs to be taught (inform overall instructional plan); inform the development of each students' ILP goals and objectives; monitor and measure student progress; predict subsequent student performance; and serve as the basis for measuring the attainment of the academic goals and objectives stated in the charter petition. The Leadership Team will provide the results of the baseline assessments to the DCSD no later than November 15 of each school year.

**c. Describe how the school will benchmark student growth.**

To monitor student growth throughout the year as well as identify specific areas in which individual students might need intervention, the Leadership Team will oversee the administration of the STAR Assessments three times per year – fall, winter and spring. The data revealed in the Student Growth Percentile (SGP) after each assessment period will provide teachers with a snapshot of whether their students' academic progress is more or less than what was expected during a specific period of time. In other words, teachers will be able to determine how students performed over time relative to their peers (for example, How has Janet improved?) versus just knowing the traditional point-in-time achievement data (for example, Janet passed the EOCT for U.S. History).

The individual SGP reports will be used in the collaborative teaching team meetings to discuss: (i) whether students grew more or less than academically when compared to similar students; (ii) whether students are growing as much in Algebra as in Economics; (iii) whether students showed as much growth this year as they did compared to last year; (iv) what levels of growth is necessary for students to reach or exceed proficiency; and (v) did students grow sufficiently towards meeting state standards and college and career ready goals. These discussions help teachers to better focus on instruction and support the use of student data for individualize instructional planning and progress monitoring for all students. Additionally, the STAR Reading Assessment will incorporate Lexile Measures to determine students' reading ability.

As a result, teachers will have a clear understanding of which CCGPS and GPS standards students have mastered and will be able to plan appropriate intervention and acceleration as needed. Results from the STAR assessments administered in the spring will give teachers a picture of each student's overall growth from the beginning of the school year to the end. DAAE

will also administer pre- and post-assessments for DCSD-developed Student Learning Objectives (S-L-Os) for non-content area subjects.

**d. Describe plans to formally and informally assess student performance in the core academic areas.**

James Popham (2011)[1] states the case for formative assessments that gathers evidence in a variety of ways moving from "traditional written tests to a wide range of informal assessment procedures." Students at DAAE will be assessed in core content areas and said assessments will be diagnostic, formative, and summative. Assessments may be both formal and informal to gauge student performance in core content areas. However, the most powerful assessment a teacher can use is his or her own ongoing, informal assessments.

Diagnostic pre-tests (formative assessments) will be administered in the core content areas and will be used to (i) measure the levels of preparedness of students in the respective subject areas; and (2) provide guidance to teachers for selecting instructional strategies and customizing course lessons, projects, quizzes and tests in Odesseyware. Students will be expected to utilize previous knowledge to predict rational answers to the pre-test questions. Post-tests (summative assessments) will be administered at the end of units of study to assess student learning outcomes. With post-tests, students will be expected to answer more questions correctly based on an increase in knowledge and understanding. The pre/post-test assessment design will be a valuable diagnostic tool for more effective teaching and will measure the amount of learning a student has acquired in a specific subject.

Informal assessments occur at any time—almost daily in all learning situations—and identify the strengths and needs of individual students without regards to grade or age norms and can easily be done without interfering with instructional time. Teachers use a combination of structured and unstructured informal assessments to complement and balance the formal assessments. Sponge activities, choral responses, exit tickets, etc. will occur on a daily basis to track the on-going progress of students and to give the teacher an opportunity to check for understanding and to adjust the lesson accordingly in order to provide support for student learning.

Unstructured informal assessments such as teacher observations, checklists, and portfolios, journaling, work sampling, parent/guardian consultations, writing samples, storytelling, and brain-storming will be used to inform instruction. Structured informal assessments may include: student checklists for each subject area, social-emotional skills inventory checklist, structured student interviews, work sampling, cloze tests to check reading comprehension, student self-reporting questionnaires, and miscue analysis to check reading fluency.

To ensure fidelity for all the assessments, teachers and staff will receive ongoing professional development to prepare them to administer assessments, build their knowledge base, and acquire the skills necessary to analyze student data to make informed instructional decisions. The use of student achievement information derived from the various assessments will always connect to the overall school goals and center on developing academically, socially, emotionally, and intellectually prepared students.

[1] Popham, James. (2011). *Transformative Assessment in Action: An Inside Look at Applying the Process.* Alexandria, VA: ASCD.

**e. Explain how the charter school will work with the local school system to participate in all state- mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.**

DAAE staff will continue to attend all DCSD and GaDOE trainings (webinars, workshops, etc.) related to understanding and implementing the guidelines and procedures related to assessments as outlined in the State Assessment Handbook and the State Accommodations Manual as well as any other state and local guidance training on assessments. Trained school staff will keep all training and guidance materials current and will train, at least, two other staff members to ensure that someone is always available to carry out, in a timely fashion, all necessary policies and procedures related to mandatory student assessment. DAAE will also follow DCSD report card process and cycle with grades posted in Infinite Campus and LMS. Student transcript records are maintained within DCSD Infinite Campus system. DAAE will administer all state assessments in accordance with the DCSD testing calendar.

**f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.**

The Leadership Team will monitor the administration of appropriate assessments to measure students' academic growth and mastery of standards against benchmarks. They will also collect student achievement data for review and analysis to gain a broader, deeper perspective of student knowledge and skill levels. They will also review student portfolios, work sampling, teacher observations, parent/guardian consultations, etc. to establish a comprehensive data profile for each student

During the admissions/enrollment process, students will take a series of online academic assessments to understand their current levels of proficiency in math, reading, science, social studies, Lexile score and results from the Universal Screener. The purpose of this assessment process is to be able to identify the areas of weaknesses and strengths of the students who are enrolling for the current school year. The assessment will identify the reading and mathematics level of the students that teachers will be working with and serve to indicate at what levels intervention services may be needed. Since DAAE's instructional program is a *"Blended or Hybrid"* model, classroom teachers will set goals with their students to monitor and improve achievement. Monitoring progress is also part of the student's responsibility, as well as that of the teacher and the Leadership Team.

Family engagement is important and necessary to begin to understand how students' families operate and what support systems are in place. DAAE will use this information to strengthen family support for student achievement through curriculum and academic nights, parent and teacher conferences and parent contracts. Parents/guardians will also have access to their student's academic performance data through Odesseyware. If a student is having difficulty meeting achievement goals, their ILP will be revised to provide that student with additional instructional time and tutoring and accommodations for support services. Parents/guardians may schedule teacher conferences to discuss student progress as needed.

The Leadership Team works with teachers to implement the School's data driven instruction process to make teaching more systematic and effective and develop instructional plans based on assessment information relevant to the desired learning outcomes for students. Within this process, teachers will learn to analyze achievement test results and other types of data to make decisions to improve student success. Given the importance of re-teaching and differentiation

strategies, the Leadership Team will be trained in the use of a variety of assessment tools and will serve as instructional coaches to assist teachers in using data to inform instruction.

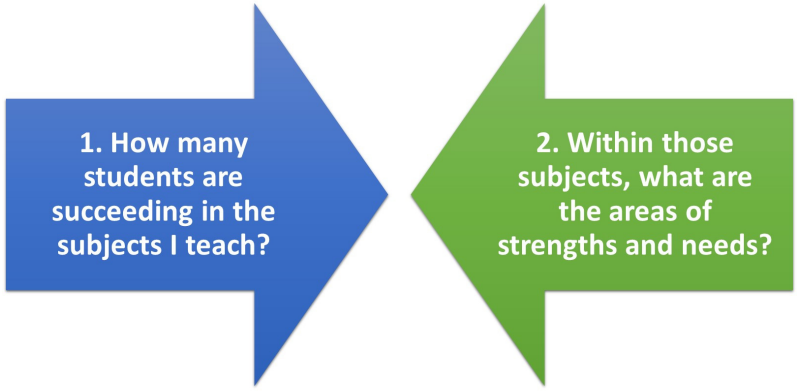
The Leadership Team works with teachers to address the needs of individual students by examining student work and assessments and assisting with the development of re-teaching strategies for gifted and struggling students to meet learning expectations set in the CCGPS and GPS. Student assessments are used to determine their present levels of achievement, improve classroom instruction, improve the overall school program and determine intervention and acceleration strategies for individual students or groups of students. The Leadership Team disaggregates the data collected from the various formative and summative assessments to determine students' grade level progress toward meeting their ILP goals.

**g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.**

DAAE will also use the SLDS as a monitoring tool to review achievement data for all students and across multiple years to determine patterns and trends and develop remediation and improvement plans. More importantly, Odysseyware provides student achievement data in real time and the courses are fully customizable. Reports will be generated on individual students, groups of students, courses taken, or by grades received.

Research has shown that using student achievement data to make instructional decisions can lead to improved student performance. DAAE's Leadership Team provides supports that foster a data-driven culture, strengthen collaborative professional learning and planning, help teacher teams analyze student work, and use achievement data analysis to improve instruction. As a result, teachers collaborate regularly to plan and implement standards-based lessons.

For each of the nine-weeks marking period, teachers use interim assessments to adjust instruction to meet both the enrichment needs of high-achieving students and the intervention needs of struggling students. The Leadership Team always asks the following question of teachers, "Which data, well analyzed, can help improve teaching and learning?" because teachers' use of data has the most direct impact on student performance; and, it also give the team answers to two key questions: (1) How many students are succeeding in the subjects I teach? (2) Within those subjects what are the areas of strengths and needs?




The answers to these two questions then sets the stage for targeted, collaborative planning and teaching efforts between teachers and the Leadership Team. The answer to question 1 allows the Leadership Team and teachers to set annual improvement goals, e.g., increasing the percentage

of 11th graders passing the GHSWT from 78% in 2013 to 83% in 2014. After setting the goal(s) related to question 1, the Leadership Team and the teachers can now turn to the second question. Once the Leadership Team has identified the areas of strengths and needs, they will begin the real work of instructional improvement, which entails participating in a collaborative effort to share, produce, test, and refine lessons and strategies targeted to the areas of need, where the most effective instruction will make the greatest difference for students.

DAAE teachers will meet weekly to analyze, interpret, and use student assessment data to adjust instruction and plan lessons. The Leadership Team will participate in teacher planning meetings and observe classroom instruction to assess the effectiveness of the instructional strategies used based on student data analysis and will provide feedback for improvement. Frequent monitoring of formal and informal assessments will be used to address students' specific learning needs. The Leadership Team will take care to balance its data analysis efforts and keep its primary purpose on: improving instruction to achieve greater student success. On a regular basis, teachers will share the testing results with students individually and collectively and teach students how to examine their own data and to set learning goals each nine-week period.

The Leadership Team will be responsible for updating the data room that houses the School's charter performance goals and objectives as well as all student assessment and achievement data. The data room will contain school-wide performance data from past CRCTs, GMAS, National Norm Referenced Tests, and STAR assessments. A drill down of this data will yield information that will be used to ensure sustained academic achievement for all students.

**h. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.**

DAAE shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements and the Governance Board shall cause the School to prepare an Annual School-wide Accountability Report for stakeholder dissemination. DAAE will set standards and goals for students according to the charter, measure students' progress towards those goals, and report its results publicly in order for said transparency to be possible and meaningful. The School will follow national best practices for creating its accountability plan to crystallize the process. The proposed sections of the School's accountability report may include information on: student performance, charter goals and objectives, operations, and continuous improvement.

**i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.**

DAAE staff will continue to attend all DCSD and GaDOE trainings (webinars, workshops, etc.) related to understanding and implementing the guidelines and procedures related to assessments as outlined in the State Assessment Handbook and the State Accommodations Manual as well as any other state and local guidance training on assessments. Trained school staff will keep all training and guidance materials current and will train, at least, two other staff members to ensure that someone is always available to carry out, in a timely fashion, all necessary policies and procedures related to mandatory student assessment.

**j. Describe how staff from the charter school will attend required test administration training held by DCSD.**

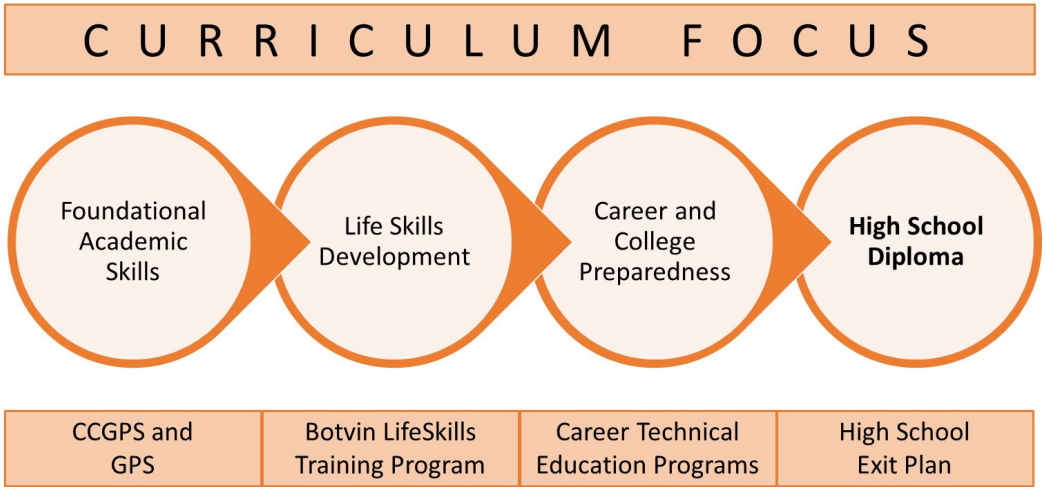
All staff members involved in test administration will attend the required test administration training held by DCSD. Staff attendance will be verified by the signatures found on the sign-in logs for training sessions held at the District approved sites and can be found saved at the district offices.

**4. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term?**

DAAE follows the DCSD's adopted diploma program of studies (***see Appendix 5: Curriculum for additional details***). Students' ILPs are developed and shall include the courses necessary to satisfy the student performance objectives. The curriculum is based on four units of English, four units of math, four units of science, four units of social studies, one half of a unit in health and one half of a unit in physical education. Electives in a World Language and Career Technology are offered to complete the total of twenty-four units required for the diploma program of study. The diploma program of study is aligned to CCGPS and GPS. Through a waiver, DAAE offers students the opportunity to earn three units of study in a single term. Differentiated instruction, remediated instruction and small group blended learning classes will ensure that students' ILPs are implemented as prescribed for success.

**a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.**

The Foundation of DAAE's curriculum in based on CCGPS and GPS to build students' foundational academic skills. Additionally, the School's culture and goals stress STUDENT RETENTION, COMPLETION, and GRADUATION—which is in direct alignment to the School's mission and vision—and are key to achieving student success. PLUS academic and student support services are provided that promote the completion of high school courses, college placement and job placement. A combination of approaches are being utilized by DAAE students in order for them to thrive, graduate and attend college and/or begin work.



DAAE's curriculum is focused on:

1. Building students' ***foundational academic skills*** using the CCGPS for English Language Arts/Reading and Mathematics and the GPS for all other content areas through hands-on, student-centered, differentiated instruction to ensure an appropriate balance between basic skills acquisition and higher-level learning using the Hybrid/Blended Learning.

2. Teaching and enabling students to ***Develop Life Skills*** which are the personal traits and attributes that would allow them to succeed in the workplace, college, and life. DAAE will use the Botvin LifeSkills Training Curriculum to help students develop this cluster of skills that will enable them to work well in groups, solve problems, manage their time, and take personal responsibility for their work. In the competitive job market, these are the skills that will set DAAE students apart from other candidates. And, while in college, these are the skills will enable DAAE graduates to stay on top of their studies.

3. Helping students achieve ***College and Career Preparedness*** through (a) an understanding of college and career pathways, that is, their trajectories, environment and eligibility requirements; (b) provide Career Technical Education (CTE) courses in areas such as business management, health science, information technology, etc.; and (c) offer corresponding opportunities for student to experience their desired college and career fields working as an intern or at a part-time job, volunteering, and/or participating in challenging extra-curricular activities.

The over-arching premise for the curriculum's focus is to prepare DAAE students to graduate from high school with a sound foundational academic background coupled with the necessary life skills to succeed in and college and careers.

**b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).**

## *Appendix 5—Full and Complete Curriculum.*

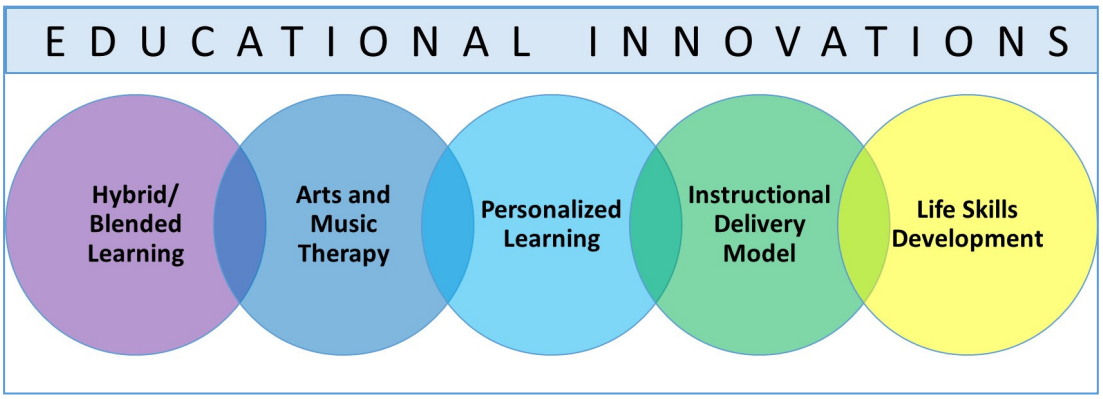
**c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.**

DAAE uses state approved textbooks as supplemental materials to the Odysseyware Courses. Other supplemental materials will be purchased as need, and the School will use online resources like Khan Academy.

Additionally, the content based teachers will use STEM materials to support their science curriculum instruction. The Carnegie Learning Georgia Mathematics Program will be used to support quantitative reasoning and math skills development. This program is an innovative, research -based math solution for middle school, high school and post-secondary students. Carnegie learning Math is based on extensive research from Carnegie Mellon University along with field tests in schools throughout the United States. The curriculum provides differentiated instruction, integrates interactive software, consumable text and collaborative classroom activities. The program aligned to the CCGPS and GPS.

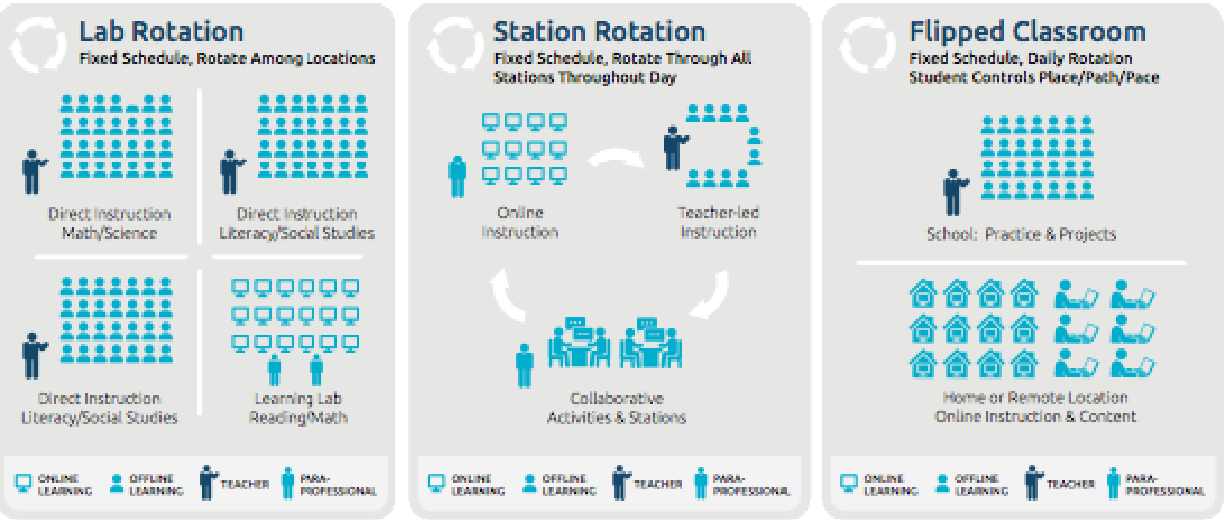
**d. Describe the educational innovations that will be implemented.**

The educational innovation that will be implemented at DAAE are described below:




## 1. Hybrid/Blended Learning

- **Direct Instruction**: Teacher-lead, face-to-face, small-group instruction, where students receive the lesson materials while integrating technology during the classroom session, including interactive whiteboards, laptops, or tablets. Teachers are able to provide individualized attention to all students, adopt a balanced mix of digital and traditional instruction, while employing regular benchmarks to check student performance.
- **Peer Collaboration**: Students work together in teams on the lesson materials, collaborating with various technology using laptops, desktops or tablets invariably developing their leadership and interpersonal skills.
- **Independent Learning:** Self-direction, where students work on lesson materials by themselves, at his or her own pace, or using a computer or tablet.



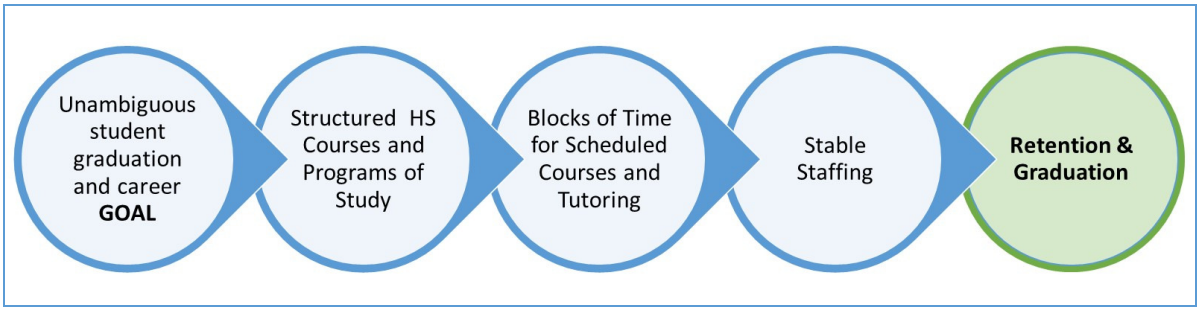

*DAAE Classroom Using a Variety of Instructional Strategies and Methods*

**2. Arts and Music Therapy**. Students will be offered the opportunity of learning how to play the guitar, percussive drum and/or steel drums. They will also experience art in the form of clay, paint and photography classes during their time at DAAE. The purpose of these classes is for the students to learn to create and to explore their potential. Research suggests that these activities act as a therapeutic means to get students to talk about ideas that they might not otherwise discuss. More importantly, music and art begin to ignite brain dendrites, which has been known to cause students to re-focus and increase memory recall.

The activity of refocusing and concentrating on creating and performing in music and art is soon transferred to schoolwork. Dr. Marcia Tate (2013) states, *"Musical performance also appears to strongly correlate with improved academic achievement, particularly in math and foreign language and with a person's ability to retain information. When this strategy is combined with others, such as movement or drawing, an engaging, brain-compatible classroom is the order of the day."*

**3. Personalization of Learning**. This is a teaching and learning environment where teachers develop students' capacity to become independent learners who set goals, monitor their progress, and reflect on their own learning. Student assessments measure mastery of standards. A Personalization of Learning approach to teaching and learning will require rethinking the role of the school, teachers, parents/guardians and the community, the structure of the classroom, and the ways in which knowledge and skills are taught to students and measured. The chart on the following page provides a snapshot of Personalization of Learning.

**4. Instructional Delivery Model**. The delivery of instruction at DAAE will combine several researched-based approaches to delivering instruction into a Model that meets the unique needs of the Students at the School.




*Summary of DAAE's Instructional Program Delivery Model*

The components of the Model, illustrated on the previous page, when used with students who are at-risk enables them to succeed because the courses include immediate hands-on work from the start while advisors work with students to secure mentorship/internships opportunities during their time at DAAE. Additionally, the high school courses and programs of study are organized into routine blocks of time for scheduled coursework and tutoring with mandatory attendance expectations.

**5. Life Skills Development**. DAAE is making a concerted effort to integrate life skills development into the teaching and learning environment at the School. This integration when enable students to cultivate the personal traits and attributes that would allow them to succeed in the workplace, college, and life. DAAE will use the Botvin LifeSkills Training Curriculum to help students develop this cluster of skills that will enable them to work well in groups, solve problems, manage their time, and take personal responsibility for their work. In the competitive

job market, these are the skills that will set DAAE students apart from other candidates. And, while in college, these are the skills will enable DAAE graduates to stay on top of their studies.

**e. Provide a clear explanation of how the innovations will increase student achievement.**

**1. Hybrid/Blended Learning.** The implementation of this model ensures that there is accountability for all who are in the teaching and learning environment. The Learning Management System (LMS) will help to monitor student progress at all times, which is key to the successful implementation of the hybrid/blended learning model at DAAE.

Students will have the accountability of doing their work; teachers will have data on what supports students will need and exactly how to support each student. Benchmark assessment monitoring will also keep the Leadership Team on point. It minimizes any shifts from what the School ought to be doing to assist each student and take immediate corrective actions. Teacher collaboratives and student collaboratives will be formed to provide additional support and differing ways to help one another learn (***see Appendix 5: Curriculum for additional details***).

**2. Arts and Music Therapy.** *Arts Therapy* is an approach that is often used to work with students who are at-risk. It is a way to get students to talk, to externalize their inner world, and to verbally share information of their choice. Students do not need to have any artistic talent to benefit from this approach. DAAE will include the Fine and Performing Arts in the School's educational program[2]. It will also serve to set the stage for the formalized counseling sessions. The Fine and Performing Arts will offer opportunities for students to experience new ways to learn more about their potential to: expand and stretch their horizons, learning more about who they are or who they can be, while exhausting their energies in a positive way.

The Fine Arts program integrates the visual arts with history, social sciences, literature, math and science. Each art lesson enhances curricular learning objectives through a creative, hands-on approach. The focus of the art program concentrates on creative expression more than the actual art product. Through this program, we will encourage the students to find their ideas in the world around them and to interpret those ideas through experimentation with media and tools in the classroom. Students will explore different media, including: textiles, watercolor, acrylic paint, printmaking, drawing and collage, and videography to name a few[3] (***see Appendix 5: Curriculum for additional details***).

**3. Personalized Learning**. Additionally, Harvard University continues its work through the Education Innovation Laboratory by asking the question: *What impact does personalized learning systems have on student achievement?* While the analysis is ongoing, several observations have been made in an alternative school setting by *Dr. Sabrina Tillman-Winfrey, former Alternative School Coordinator in Greene County, Georgia*. Students were placed and observed in a personalized learning program with daily support from trained professionals and intense and specific support from certified retired content course and special education teachers. Dr. Winfrey recorded:

[2] Zenkov, K (2009) "Seeing the Pedagogies, Practices and Programs Urban Students Want." Theory into Practice, 48(3), 168-75.

[3] Zenkov, K and Harmon, J. (2009) "Picturing a Writing Process: Photovoice and Teaching Writing to Urban Youth." Journal of Adolescent and Adult Literacy, 52(7), 575-84.

- The students were successful in all credit recovery classes and were able to return to their home high school programs and/or to take additional courses needed for graduation.

- The students were able to articulate exactly what they did not understand about a lesson in a small group setting.

- The students were not hesitant about asking questions or for asking for help from the certified teacher in the classroom.

In a traditional classroom, student learning is almost always stunted because students are afraid to say what they do not know in the *"open classroom"* setting, especially in front of their peers. The personalized learning model lends itself to an environment where inquiry and questioning is the *norm,* therefore students feel safe to participate (***see Appendix 5: Curriculum for additional details***).

**4. Instructional Delivery Model.** This model is needed to serve this community of students at-risk because:

a) The class sizes are relatively small and are composed of multi-age students who are able to start a high school course of program of study every nine (9) weeks.

b) Attending school in define blocks everyday throughout the program allows students to integrate their routine work, childcare, and other obligations around these hours, and for other students it makes arranging for transportation easier. DAAE will allow students to shift blocks if life changes intervene, such as a job.

c) DAAE updated to a balanced schedule calendar (***See Appendix 7.4 – Annual School Calendar***).

d) The curriculum in all cases is structured around objectives and learning outcomes with clearly defined expectations for students (***See Appendix 5—Curriculum)***. In addition to independent study out of class, students work every school day in labs receiving teacher support, tutoring, and doing hands-on work.

e) DAAE students often lack career and college readiness and preparedness. They need structure and discipline, which includes a dress code and uniform policy. Students are provided with all needed books, manuals, and tools to ensure that they can be successful from the start of class.

d) All DAAE teachers have at least three years of teaching experiences with clearly defined responsibilities, regular evaluations (self, student and peer), and supervisor observations, which are used in decisions about continued employment, salary and promotion.

e) Along with a passion for the work and helping students, DAAE emphasizes stable staffing as important for student success because accomplishing the mission and vision of the School is a team effort and a stable staff is the backbone of the School.

**5. Life Skills Development**. DAAE Students come to the School not only behind academically but also lacking in college, career and life skills preparation. It is imperative for the School to help students with cultivating these skills. Life skill are necessary because we live in a constantly

changing world and having these skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in the global economy of last two decades is matched only by the transformation of technology in the last five years. These changes are impacting education, the workplace and personal lives.

In order for DAAE students to cope with the increasing pace and change of life in the 21st Century, they need to develop a cluster of life skills such as the ability to deal with stress and frustration. The first step in providing support to students is to ensure that their Advisors know as much about their academic abilities an interests. Once we understand each student's background and unique needs, his/his Advisor will develop their Life Skills Attainment Plan as part of the student's Individual Learning Plan (ILP). The plan will ensure that students cultivate skills necessary for everyday life that will help then to:

- Find new ways of thinking and solving problems
- Recognize the impact of their action and teach them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside of the classroom
- Develop a greater sense of self-awareness and appreciation for others

The development and use of life skills for each student will vary depending on their individual situations. DAAE hopes to graduate students who are college and career ready with the tools necessary to deal with the challenges of the 21st Century.

**f. Describe why the innovations are appropriate for this unique school.**

As a result of the nontraditional high school population that will be attending DAAE and because many times these students have not had opportunities to experience success, it has become important for them to be able to learn in an environment that is supportive, yet structured and one that suggest overtly that safety nets are available and that they will not fail if they avail themselves of the systems that are in place.

Technology also provides multiple ways for the students to access the instructional platform at times when they are ready to learn. Many times, students are more ready to learn later in the day than in the morning. Then there are times when once they begin their work, they will want to continue and not be stopped by a bell or the ending of a class session; this is an example of how the hybrid/blended learning facilitates student learning at their own pace.

DAAE understands that online classes are neither new for high schools nor for high school students. Further, online classrooms and/or recovery classes that are online are also not considered innovative. However, when you combine an online learning model with teachers that have been trained in instructional strategies that engage the brain when implementing direct instructional modalities that support and/or remediate the online curriculum and add innovative support activities and classes such as: art/music therapy; videography classes; non-traditional life-skills development; family and individual counseling; mentoring, work

internships, college/career coaching, then you have provide innovate support that research suggests will enhance academic support for students that should produce real academic outcomes. (Tate, M.L. 2013).

DAAE is a non-traditional high school that can serve students who are not accommodated in the traditional high school setting. DAAE is able to plan a specific course of study for the non-traditional student. Due to the unique needs of the students and their desire to obtain their high school diploma, the staff is trained to understand how to work with this population of unique learners and their unique circumstances, thereby promoting the learning process. Our students have value and various opportunities for learning through field trips, community service learning, cooperative-learning pods, inquiry-based learning and peer support learning groups to foster and increase the ability of students to retain knowledge. Also the Arts Therapy program will help them with focus and discipline in learning and also retention of information.

**g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.**

The class-size of small group instruction and/or remediation classes at DAAE will average five (5) to eight (8) students. The direct instruction classes will reach a maximum class size of 19 students and then we will have some one-on-one tutoring. The rationale for this class size is to be able to provide intensive support for this school population in order for them to graduate and successfully seek post-secondary opportunities.

**h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.**

Upon enrollment at DAAE, the student will be provided with an ILP that will include any previously earned high school credits. The student will be designated, as a Group 1, 2 or 3 enrolled student and the ILP will be designed for that student with all classes required for high school graduation. In addition, all other requirements/credentials that will need to be met for graduation will be included in the ILP and when they will be due. They will form the basis of the contract that is signed by student and parent/guardian (advocate).

This means that students must satisfy all local district and state requirements for graduation. DAAE will assure that all students will have earned the 24 credits required, passed the necessary district and state assessment and met the attendance requirements for graduation. The school counselor and admissions director will verify and certify that all requirements have been met. Students meeting all the requirements will receive a high school diploma. Students not meeting all requirements will receive a Certificate of Performance. Signatures of the Governance Board Chair, District Superintendent and School Principal will endorse the diploma and certificates.

**5. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)**

The needs of students with disabilities are addressed by teachers certified in special education services and through careful planning with the regular education teachers to fulfill the mandates

of the students individualized education plan (IEP). Should DCSD currently hold an IEP for any student who enrolls at DAAE, the DCSD Special Education Vocational Lead Teacher (CEVLT) will provide the said plan to the school upon enrollment or within 10 school days. Future IEPs will be developed amend reviewed in accordance with state and local school system rules. DAAE will follow IEP regulations for the Least Restrictive Environment (LRE). Students will be afforded the same opportunities as their non-disabled peers in accordance with their IEP. If a student's progress indicates a need for a more restrictive environment, an IEP meeting will be convened to address that need.

Teachers certified in Special Education review the individualized education plans of students with special needs. A consultation model for joint planning and classroom support with the regular education teacher is documented and structured. Parents participate in conferences to assure that their student's needs are being met. A consultation log of meetings and classroom support is maintained. Additionally, in order to comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA. DAAE will do the following:

- Establish Student Support Team (SST) procedures in accordance with State Guideline and local board policies by enrolling student in the TieNet interface;
- Establish a Section 504 Team in accordance with State Guidelines ad local school policies and use DCSD forms for Section 504;
- Handle all discipline issues regarding Section 504 students in accordance with Federal regulations, State guidelines, and local school board policies including the Code of Student Conduct;
- Participate in workshops, in-service and/or training s offered by DCSD for persons serving as SST/Section 504 chair persons and Exception Children staff;
- Comply with Section 504 by providing the appropriate accommodations and equipment;
- Immediately notify the DCSD Coordinator of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individual with Disabilities in Education Act, furnish a copy of said complaint, and cooperate fully in the investigation, defense, and resolution of such complaint.

**6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

**Gifted and Talented Students**. DAAE is committed to meeting and exceeding the needs of all of our gifted and talented students by providing a rigorous educational program that enriches, extends, and accelerates learning for the gifted students in their areas of strength. DAAE will identify students who are eligible for gifted educational services following the eligibility requirements guidance for Gifted Education Services (O.C.G.A. § 160-4-2-.38) used by DCSD. This will provide teachers with a framework for: (i) identifying, referring and assessing students for gifted instruction; (ii) designing and delivering gifted instruction; (iii) program administration and teacher professional development; and (iv) program evaluation.

The identification of gifted learners will begin with a screening process where a student's enrollment assessment scores will be closely reviewed, and/or the nomination by a staff member or a parent/community member is recognized. Anyone of these events will trigger a screening event, which will begin a screening process. During the screening process, the School's Leadership Team will collect data from a variety of sources to support the student's nomination. The data gathered will be comprehensive in order to represent a complete profile of the student's present level of educational performance and to show a pattern of performance over time. To be eligible for gifted services, students must qualify in three of the following four areas of the screening assessment:

1. *Mental Ability* – Minimum score of 96th percentile (or higher) in at least one sub-test area
2. *Achievement* – Minimum score of 90th percentile (or higher) on the total reading, total math, or complete composite
3. *Creativity* – Minimum score of 90th percentile (or higher) on an assessment for creativity
4. *Motivation* – Minimum of 90th percentile (or higher) on an assessment for motivation (Grades K-8) or GPA of at least 3.5 on 4.0 scale, using the average of core grades over the last two years.

This information will also form the basis for each student's individualized gifted education plan and will also include his or her areas of strengths. The Leadership Team will have meetings throughout the school year to review student profiles to determine if they meet the eligibility criteria of the state's Gifted Education program. All eligibility decisions are made by the Leadership Team. DAAE goal is to provide a developmentally appropriate curriculum that is consistent with gifted students' learning rates and abilities in all subject areas.

**7. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

DAAE will follow the procedures that are prescribed through the DCSD's Office of Student Support Services to provide state and federally mandated services for students with disabilities through the identification and implementation of written individual education plans (IEP), developed 504 plans and other accommodations prescribed to meet student needs. With the assistance of the school counselor we will work to ensure services. DAAE shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act, revised 2004 ("IDEA 2004"). The facilities to be used by DAAE shall be accessible for all students with disabilities and shall provide students with disabilities equal access to all aspects of the educational program.

Once a student's IEP is established, DAAE will provide the appropriate interventions and supports both directly and under contract with outside providers, or arrange for the provision of said services with assistance from DCSD. DAAE works specifically under the DCSD Charter Guidelines for Special Education and Wrap-Around Services. LPA takes responsibility for the delivery of special education services by working with its Special Education and classroom teachers to integrate all IEP interventions and supports into the general education classroom.

All special education interventions and supports will be delivered in the timeline outlined in the IEP and a co-teaching model will be used to provide direct instructional services and support to students with disabilities in the general education classroom. All transition and assistive technology needs, as identified in the IEP, will be provided to students.

DAAE shall comply with the treatment of Special Education records pursuant with all procedures and guidelines in the Federal Regulations for IDEA 2004 including, but not limited to: access rights, record of access, records on more than one person, list of types and locations of educational records, fees, amendment of records at parents' request, opportunity for a hearing to challenge records hearing results in finding of violation, finding of no confidentiality safeguards, and destruction of information.

DAAE will follow all procedures that are outlined in the DCSD document "Your Rights as Parents Regarding Special Education" (Revised 2007). DAAE will follow the mandated procedures relating to parental consent for initial evaluation. Parental consent must be received prior to initiating the evaluation process. Parents/guardians will be kept informed throughout the process and will be invited to attend any meetings concerning their students. Parents/guardians will have the right to refuse evaluation and placement in any program. When there is a difference of opinion related to any part of the referral/placement process, all efforts will be made to reach a satisfactory agreement regarding an arrangement that will benefit the student. All special education students will receive instruction based on the core curriculum and will have the same opportunity, as other neuro-typical students, to participate in all extended learning activities (***see Appendix 5: Curriculum for additional details***).

**8. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.**

DAAE shall follow all district, state and federal guidelines with respect to the provision of supplemental education services when required to provide these services. Since the School has not been identified in Needs Improvement status, Supplemental Education Services have not been required. However, if the school falls into Needs Improvement status, services of a state approved supplemental education provider will be acquired and made available to eligible low-income students as required.

**9. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.**

Because our students participate in Personalized Learning there are multiple opportunities to observe their progress.

- The first exists as the Online Coordinator monitors their online activity
- The second opportunity exists as the students progresses through the course to take pre-tests will gage where the students are and how they are progressing; again the Online Coordinator monitors this activity

- The third opportunity manifests itself when the student takes the unit test; if they do not pass this test, they must go back through the unit and retake the test. Again the Online Coordinator is monitoring.

The online system is set up to send out notices to the Classroom support teacher, the student and ultimately to the parent of the student. At each of these intersections:

- The student conference can convene;
- Data is presented on where the deficiency exists
- Tutorials can be set-up to assist in remediating the student
- Students can be placed in direct instruction classrooms

All of these systems are part of the *Hybrid* system, except for the counseling system that takes place in the face-to-face conversations held by the Classroom support teachers. This is the human side of the teaching experience where the one-on-one contact of the classroom teacher comes into play. If it is decided that the student needs to spend time in tutorial sessions where there is direct instruction with a content area specialist, then it will occur for a specified time.

**10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:**

DAAE will provide state and federally mandated services for English Language Learners (ESOL). All appropriate diagnostic testing methods will be used, as per the DeKalb County District Office. We will contact the district office and follow all of the DCSD mandated procedure for screening and enrolling ELL students in support programs. We will use the results of those diagnostic tests and the fact that our Personalized Learning materials can be standardized to support ELL students, as they are provided support in learning English and learning how to be successful in their high school classes and get prepared to pass the Georgia tests to secure a high school diploma.

**a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.**

DAEE shall serve English Language Learners (ELL) students who enroll in accordance with all applicable federal and state laws and regulations. The school is in contact with the DCSD's International Center to evaluate, determine eligibility and provide service requirements for any students who enroll and have limited English proficiency. ELL student will be given appropriate support based on demonstration of a lack of familiarity with English. To determine appropriate services for ELL students, the procedures outlined in DCSD Handbook for ELL studies program and the International Center will be followed. Student are eligible for ELL services, if their first/primary language is other than English and after being screened they score below a composite proficiency level.

Upon recommendation from the International Center, services of an ELL tutor will be provided to supplement language acquisition and provide academic support to the student. International Center personnel will determine duration of services and exit criteria from the program. The ELL tutor will be a person who has ESOL endorsement through the DCSD or other means. The

Leadership Team will make every effort to employ a teacher who has ESOL endorsement and will encourage teachers to take advantage of the opportunity to become endorsed in this area through the online ESOL endorsement program o via other means offered by the DCSD. The monthly cash flow projections for the first year and the annual cash flow projections for the first five years of the operations for the school include adequate funding for ELL personnel.

**b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.**

ELL students will not be excluded from any curricular, co-curricular and/or extracurricular activities in the school because of the inability to speak and understand the language of instruction. In all cases a translator will be contacted and/or hired in addition to the staff person we have in place who speaks fluent Spanish if it becomes necessary.

**c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.**

The Personalized Learning program that we will be using can be adjusted/modified to meet the languages standards of the ELL student needs and also will be able to send detailed messages to parent in the languages spoken at the home. Further, the ELL students will follow and meet all District criteria for meeting progress measures and exiting the ELL program.

**11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.**

As has been stated before, these students attending DAAE are a unique group of students. The extracurricular activities that are proposed for these students are also uniquely placed for this student body. Therefore, in addition to the Fine Arts Programming, DAAE will offer opportunities for leadership and citizenship development through activities that enhance lifelong learning activities, activities that enhance the educational experiences and help to develop emotional, social, psychological, and workplace appropriate skills. These activities are also designed to assist in developing socialization skills and appropriate soft skills. These activities are available to all students in all grades 9-12:

Business Luncheon
Chess
Future Business Leaders of America
Museum Scavenger Hunt
Student Ambassadors
Public Speaking – *Toast Masters, Inc.*
Beautillion
Lifetime Sports Canvassing – Golf/Tennis/Bowling

**12. Waivers for Academic Goals and Objectives. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?**

**a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.**

Destiny Achievers Academy of Excellence requests to waive the following from Title 20 of the Official Code of Georgia and Rule 160 of the State Board of Education and from the DeKalb County School System policies and procedures. We will proceed by identifying a few situations that broad flexibility will assist in implementing our academic instructional program.

***Scheduling for Instruction*** - SBE Rules 160-4-2-.16 Paragraphs (2)(a). Destiny Achievers Academy of Excellence in lieu of scheduling students in grade 9-12 for minimum of six high school class periods for each day enrolled, shall schedule student in classes as appropriate to meet the need of the students.

Designate the performance to be improved: Because students will be working in online classes they will be group in multi-age, multi grade classrooms/groups as their classes will be individualized

Describe how the charter will measure the improvement of such performance: We will monitor progress towards the performance goals indicated in Student Performance Outcomes; Performance will be measured by how successful the students are in completing their classes; these same students will also be measured by the growth in their pre and post-test assessment scores.

Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies: The requested waiver does not undermine the waiver and is consistent with the intent of the law to improve student achievement by providing the flexibility to schedule students in a manner that meets their individual needs for support to learn and to achieve.

***School Day for Students*** - SBE Rules 160-5-1-.02 Paragraphs (2)(d), (2)(e). Destiny Achievers Academy of Excellence in lieu of the requirements of a minimum daily average of 330 minutes of instructional time for grades 6-12 and that students must be present for at least half of the instructional time in order for the day to count as one of the 180 school days, the charter school shall determine the length of time students will be in classes.

Designate the performance to be improved: Because students will be working in blended classes they have the ability to work at their own pace and can work in a school setting as well as any place outside of the school setting, including at home, the public library and in some cases on the job. Their learning spaces have truly become a school without walls.

Describe how the charter will measure the improvement of such performance: The blended instructional management plane will assist in the monitoring of students being on task, being on their computers working and making progress towards completing Online classwork. Performance will be measured by how successful the students are in completing their classes; these same students will also be measured by the growth in their pre and post-test assessment scores.

Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies: The requested waiver does not undermine the waiver and is consistent with the intent of the law to improve student achievement by providing the flexibility to schedule students in a manner that meets their individual needs for support to learn and to achieve. This waiver will also support students who need to leave school site to fulfill internships for high school credit.

***High School Graduation Requirements*** - SBE Rules 160-4-2-.06 Paragraphs (2)(c), (2)(d) and (3)(e)6.(i), 160-4-2.36, 160-4-2-,46. Destiny Achievers Academy of Excellence in lieu of the 150 clock hours of instruction for awarding Carnegie units of credit, shall award Carnegie units of credit based on demonstrated competency of course examination(s).

Designate the performance to be improved: For courses that do not require an EOCT, students who repeated failed specific courses in traditional high schools will be permitted to test out of the courses using a content specific assessment to demonstrate proficiency. Such tests may be developed by Odysseyware, DeKalb Online Academy, or DCSD developed End-of Course Tests.

Describe how the charter will measure the improvement of such performance: We will monitor progress towards the performance goals indicated in Student Performance Outcomes; we will also look for increase in the pre and post-test performance of students; and the Direct Instruction assessment done in classrooms with teachers;

Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies: The requested waiver does not undermine and is consistent with the intent of the law to improve student achievement by providing the opportunity for students to earn credits in a credit recovery environment that supports them remaining in school; this same environment also supports a unique way of learning in a personalized way – one that supports a hybrid environment where a student has responsibility for his/her own learning, yet also can count on support from content area experts to support those trouble spots where one-to-one or small group learning is necessary.

***State Board to Prescribe Textbooks*** - O.C.G.A. Section 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015, and SBE Rules 160-4-4-.10(k) and DeKalb County School Board Policy IFCA and IFA. Given its unique instructional elements, Carnegie Learning Georgia Math Program, and the Personalized Learning format, Destiny Achievers Academy of Excellence wishes to have flexibility in the selection of textbooks and the electronic copy requirements to improve student performance/achievement. DAAE intends to utilize cutting edge textbooks, digital instructional resources, and digital media that are aligned well with the GPS standards and the DeKalb County Schools curriculum.

Designate the performance to be improved: Granting of this waiver will improve student achievement in all areas particularly math, science, and reading based on evaluated results of the curriculum.

Describe how the charter will measure the improvement of such performance: The importance of flexibility in curriculum selection will be measured by the achievement toward the mission of Destiny Achievers Academy of Excellence and performance goals as found in the "Student Performance Outcomes" of this petition.

Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies: The requested waiver does not undermine and is consistent

with the intent of the law and State Board of Education rule in ensuring that students of public schools are using the best resources available for instruction. To accomplish this mission, DAAE will utilize the most appropriate textbooks for its program and will guarantee that the State and DeKalb County Schools will have access to copies of all textbooks used at the school. The flexibility to select resources developed through research and field test in collaboration with top notch publishers with research institutes, universities and software designers will greatly enhance our uniqueness.

## III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

**13. State the school's Organizational Goals and Measures.**

Goal 1: DAAE shall ensure that Governance Board Members collectively receive orientation and appropriate ongoing training each school year over the term of the Charter Petition in order for board members to effectively carry out their management and oversight responsibilities.

**Measure1**: Governance board members shall complete a minimum of six (6) hours of board training annually and new board members shall receive orientation training as required by the Georgia Department of Education as required by the State Board of Education for Governance Board Members to be in good standing.

**Measure 2**: Governance board members shall sign a Board Member's Compact, confirming their active participation on the board, which includes, but is not limited to: attending more than 80% of board meetings; chairing a committee of the board; and making a personal contribution–within their means–to the organization for every year they serve on the Governance Board.

**Measure 3**: At the start of each school year, governance board members shall sign a Code of Ethics, ensuring that there are no violations of board-approved policies and procedures governing ethical behavior, including conflicts of interest.

**Measure 4**: The governance board shall complete an evaluation of the School Leader, at least annually, to ensure that he/she is meeting the goals and have access to appropriate professional learning support.

**Measure 5**: The governance board shall: (a) ensure that management and oversight policies and procedures are written, reviewed, and approved by the Governance Board annually to ensure compliance with all federal, state, and local rules, regulations and laws pertaining to the Charter School; (b) develop the School's Strategic Plan and ensure that it is reviewed and updated annually; and (c) conduct an annual board self-assessment to review its performance and make changes.

Goal 2: DAAE shall ensure that the School Leader is provided with the resources and support to make sound leadership decisions focused on improving instruction and raising standards and levels of achievement as indicated under Section II: Academic Objectives, Plan and Waivers of the Charter Renewal Petition Application.

**Measure 1**: Annually, the School Leader shall develop the School Improvement Plan (SIP) for governance board approval by July of each year during the term of the charter petition.

**Measure 2**: The School Leader shall demonstrate instructional leadership through: (a) engaging instructional staff in continuous improvement instruction-related professional development aligned to the school improvement plan that is prepared prior to the start of the school year; (b) ensuring the use of high quality data to inform instruction and teacher professional development; (c) conducting daily unannounced observations to provide brief, but useful feedback to teachers and

solicit their feedback; and (d) ensuring that each teacher keeps an instructional log that will document their daily reflection on instruction to facilitate dialogue between teachers and administrators which will be referenced in their TKES documentation.

**Measure 3**: The School Leader shall ensure a safe and orderly teaching and learning environment through: (a) the establishment of a values driven Code of Conduct, which is documented in the student handbook; and (b) development of a student management plan to ensure positive and proactive student behavior, which is documented in the student handbook.

**Measure 4**: The School Leader shall manage his/her time effectively to allow enough time to complete tasks that directly contributes to increased student academic achievement. This shall be achieved by (a) establishing a leadership team and distributing responsibilities among team members aimed at monitoring/evaluating instructional effort as observed in the tasks assigned to the leadership team; (b) involving staff in building knowledge in curriculum, instructional, and assessment as observed in the agenda for staff meetings and professional development activities; (c) remaining focused; (d) and providing intellectual stimulation, flexibility, and resources to teachers and staff as documented in all agenda activities.

**Measure 5**: The School Leader shall develop the School's Annual Operating Budget in collaboration with the Chief Financial Officer, the Leadership Team, the Treasurer, and the Finance Committee for Governance Board. It must be approved no later than May of each year during the term of the Charter Petition, as documented in the schedule of the Finance committee, the Governance Meeting Agenda, and the iterations of the budgets up to the final Adopted budget.

Goal 3: DAAE shall ensure that all teachers and staff are engaging in and contributing to the structure, support system, and culture for collaborative professional learning, which is linked directly to a teaching and student learning environment. At the start of each school year, 100% of core instruction teachers are expected to work in a collaborative professional learning community that is focused on improving student achievement.

**Measure 1:** Establish a collaborative, professional, and development plan by July of each school year that reflects the needs of the teachers, staff and students at DAAE by (a) establishing a vision for effective instructional practice to ensure instructional coherence; (b) aligning the curriculum, instruction, and professional development plan to this vision and creating the context for a meaningful teaching and learning experience as demonstrated in the Resultant Plan; and (c) developing individual teacher and staff professional development plans with each teacher and with the Leadership Team by July of each school year.

**Measure 2**: Ensure that all teachers have annual access to high quality collaborative professional learning that provides expertise and resources on content areas; (a) hands-on and student centered instruction in a blended learning environment; (b) formal and informal assessments; (d) data collection and analysis; and (e) working with an at-risk population as demonstrated by the resultant agenda. In addition, teachers and staff shall participate in a required district and state professional development as demonstrated by attendance/sign-in sheets.

**Measure 3**: Document the formation of collaborative professional learning teams (grade level and/or across content areas) and ensure that teachers and staff members have the resources and strategies to improve their instructional practices by forming collaborative learning teams by August of each school year; (a) creating a professional teaching and learning environment that values and respects DAAE teachers; and (b) where teachers take responsibility for making their own instructional practice as effective as possible as documented by a listing of all teams formed with names of teachers and the tentative professional practices they are going to focus upon the upcoming school year.

**Measure 4**: Ensure that the Leadership Team is focused on the needs of DAAE and integrates collaborative professional learning strategies in all their work while providing support and follow-up to enhance transfer of learning and results for students through (a) classroom coaching to assure transfer of knowledge and practice from professional learning to classroom utilization as observed by Instructional Coordinator and noted on TKES; and (b) teachers' evaluations (formative) are continuous and ongoing, measure growth and improved practice, encourage reflection and discussion, and student data collection and analysis is collaborative.

**Measure 5**: Communicate, annually at the start of each school year, DAAE's attendance expectations for teachers and staff and share actual attendance data every quarter as evidenced on the meeting Agenda. One hundred percent (100%) of teachers and staff shall report their absences directly to the Principal and the school shall utilize a biometric scan to track teacher and staff attendance data and shall report teacher attendance data quarterly to the Board.

Goal 4: DAAE shall Assess, Engage and Retain students by providing student support and strategically varying class sizes based upon teacher effectiveness, class content, differentiated student grouping, and other factors including technology in a blended teaching and learning environment.

**Measure 1**: Conduct an assessment of each student enrolled at the School to determine placement in core content areas, career and college goals, and soft skills attainment and use such information as a baseline for the student ILP.

**Measure 2**: Ensure that the School's instructional strategies are scientifically grounded and based on research that is most likely to bring all groups of students to proficiency in English Language, Arts, Reading, and Mathematics by selecting materials that are indicated when identifying educational resources to support English Language, Arts, Reading, and Mathematics.

**Measure 4**: Provide students with opportunities to develop their own inter and intra personal skills needed for both college admission and job placement by providing them with training in non-traditional ways to socialize and communicate in social and work environment.

**Measure 5**: Ensure that the leadership team uses scientifically based research standards to critically evaluate their instructional strategies and programs by reassessing, every nine (9) weeks, the instructional strategies used based on

classroom walk through data, online learning participation data, and student achievement data collected by the leadership team through monitoring these processes every nine (9) weeks.

Goal 5: DAAE shall promote a positive school experience that engages students, parents and teachers.

**Measure 1**: Each year, at least 90% of the teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured by an annual survey.

**Measure 2**: Each year, at least 90% of the students will indicate that they are at least "satisfied" with the overall school experience as measured by an annual survey.

**Measure 3**: Each year, at least 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured by an annual survey.

### *Appendix 3.1: School Organization Chart*

### *Appendix 3.2: Leadership Team Job Descriptions*

### *Appendix 3.3: Staff Handbook*

### *Appendix 4.4: DCSD Code of Ethics*

**a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.**
**b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.**

The following narrative is in response to Question 13.a & b. DAAE's overall organizational performance objectives based on the goals and measures described above are:

1. ***Increased Board Members Skills, Knowledge and Commitment***. This objective aims to ensure that the School's governance board collectively possess the diverse expertise and capacities needed to execute the board's management and oversight responsibilities in governing the School, and to carry out the board's policymaking and strategic decision making roles for the long-term success of the School.

2. ***Continued Leadership Oversight and Evaluation***. This objective ensures that the governance board's chief responsibilities with respect to School Leadership remain:

    a) Hiring a strong instructionally focused, highly capable, and knowledgeable School Leader;

    b) Monitoring and evaluating the School Leader against established performance expectations based on SMART goals; and

c) Supporting the School Leader in achieving the School's goals and securing long-term success, while respecting the distinct roles of governance versus management.

3. ***Continued Contract Management and Oversight***. This objective focuses on ensuring appropriate stewardship over all contracts executed by the School's governance board, including the charter contract itself, as well as any service or management contracts with third parties. All such contracts should delineate the roles and responsibilities of the parties and articulate performance goals, timelines and terms, including consequences for inadequate performance or service. Governance board oversight shall be focused on contractually-agreed performance outcomes and quality service.

4. ***Continued Public Accountability and Transparency***. This objective ensures clear, accurate, regular communication by the School on its academic and operating performance to key stakeholders and the public through a variety of means that maximize understanding and access. This objective emphasizes the public stewardship responsibility of the School's governance board. As educational trustees, the School's governance board members are called upon to be responsive to diverse stakeholders. The key principles underlying this objective are:

a) The Governance Board governs on behalf of and is accountable to the broader public, not only to its own School's stakeholders.

b) The Governance Board serves the public interest and upholds the public trust. This central commitment guides all board policy making and decision making.

5. ***Securing the Future/Continuous Improvement***. Under this objective, the Governance Board and the School's leadership team shall ensure documented board and leadership team attention to:

a) Significant changes in the school's environment including authorizing changes and legislative and regulatory and policy activity as it relates to charter schools in the state of Georgia.

b) Conducting an annual school and board self-assessment of performance and improvement against annual targets as well as long-term academic and operating performance goals.

c) Making measurable improvement in the School's academic and operating performance over time and aligned with the School's performance charter agreement goals.

d) Compliance with applicable laws, rules, regulations, and provisions of the charter agreement relating to governance by its board including but not limited to:
- Board policies and procedures
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules
- Strategic planning

6. ***Continued Regulatory and Reporting Compliance***. This objective ensures that all required filings are complete, accurate, and submitted on time, absent of any violations of reporting requirements; and the School complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the rights of students, including but not limited to:

    - Policies and procedures related to recruitment, admissions, and enrollment
    - The collection and protection of student information
    - Due process protections, privacy, and civil rights
    - Conduct of discipline

**14. What specific actions will the school take to achieve its organizational performance objectives?**

**a. Describe the organizational innovations that will be implemented during the proposed charter term.**

DAAE shall implement a number of organizational innovations that are both structural and process/procedure driven. The structural innovations will influence change and improve responsibilities, accountabilities, and information flow. The process/procedural innovations are expected to influence flexibility (e.g., teamwork) and quality of work (e.g., continuous improvement). Structural innovations include, but are not limited to:

- Form collaborative teams of teachers who work and plan by grade level and/or by content area

- Decentralization of planning and moving to a distributed leadership model where teachers and staff take on more responsibility and accountability for the teaching and learning environment

- Restructuring the school day/daily schedule and the school year. For example, students may attend DAAE in shifts so the building is able to accommodate growth in student enrollment over the first two years of the charter renewal term

- Less hierarchical levels of management and reporting

- Forming alliances and partnerships with organizations and institutions of higher education to achieve the mission and vision of the school

- Outsourcing the CFO function

Process/procedural innovations include, but are not limited to:

- Utilizing teamwork in the teaching and learning setting to implement instructional strategies, mentor teachers, and improve instructional practices in the classroom.

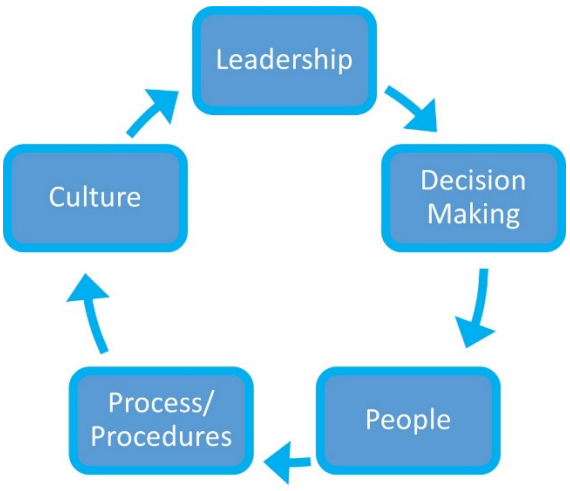
- Job enrichment/enlargement under the distributive leadership model

- Adopt continuous improvement process model that allows for self-assessment annually by the board and review of instructional practices every nine weeks

- Timely administration of Students/Parents/Teachers satisfaction surveys
- Management of the teaching and learning process to include college and career preparation and high school transition planning
- Implementation of personalized and blended learning strategies to provide additional teaching and learning opportunities for at-risk and non-traditional students in a way that fits their schedule

**b. Provide a clear explanation of how the innovations will increase organizational effectiveness.**

DAAE's organizational innovations–structural and process/procedure driven–will increase the school's effectiveness across five areas as illustrated in the chart below:




***Leadership***: The governance board shall develop the school's strategic goals, priorities, and ensure that they are clear and well-communicated to the school community. The leadership team shall work collaboratively and use instructional tools, resources, data collection and analysis, and team work to ensure that the student achievement goals outlined under Section II of the Charter Renewal Petition Application are met.

***Decision Making***: The goals described in the Charter Renewal Petition Application are prioritized and the decision making roles and accountabilities are clear for both the governance board and the leadership team.

***People***: The governance board completed an audit of the school's performance based on the goals outlined in the current charter agreement and have shared and discussed the results of this audit with the leadership team, teachers, and staff at the school. The governance board believes that the priorities and goals of the teachers and staff are aligned with the priorities and goals developed as a result of the audit. The governance board will also ensure that professional learning for teachers and staff are provided to develop the skills and capabilities they will need for the School's continued success.

***Process/Procedures***: The governance board and the leadership team understand that the work of the school is accomplished through processes and procedures (this does not negate talented staff). The governance board and the leadership team are reviewing all processes/procedures to ensure that they are relevant, well-defined, and communicated to teachers and staff to ensure that they are implemented to the highest level possible. The School's processes/procedures are enabled with support and resources to offer strategies and approaches for teachers and staff to complete their daily work.

***Culture***. The governance board and leadership team is committed to building a culture of high student achievement and high organizational performance. The School is open and adaptable to change and will use the organizational goals, measures, objectives described in this section of the Charter Renewal Application towards accomplishing the School's mission and vision.

**c. Describe why the innovations are appropriate for this unique school.**

The innovations described above ensures that the School delivers on its mission and vision, the Governance Board delivers on its management and oversight roles and responsibilities, and the Leadership Team delivers on the academic, organizational, and financial goals described in the Charter Petition Renewal Application.

The innovations shall also drive the transformation of the School from a Priority Focused school to a Rewards school leading to significant growth in graduating at-risk and non-traditional students from high schools and ensuring that they are college and career ready when they graduate from DAAE.

The innovations aim to ensure that clearly defined "jobs-to-be-done"—at both the Governance Board and school levels—will be done in a manner that maximizes school resources and the talents and expertise of board members.

The innovations further ensures that the organization remains agile and able to respond to the changing needs of students and their parents as well as teachers, instructional practices, technology, the charter school arena, and the economic and political climate in metro Atlanta and nationwide. As a result, DAAE shall have the ability to grow its student population through the alignment of students needs with the school's programs and course offerings, the teaching and learning environment, and technology and other resources.

**15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?**

**a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.**

***School Day for Students***. SBE Rules 160-5-1-.02 paragraphs (2) (e). The charter school shall determine the length of time students will be in blended learning classes in lieu of the requirements of a minimum daily average of 330 minutes of instructional time for grades 9-12 and that students must be present for at least half of the instructional time in order for the day to count as one of the 180 school days.

A. Designate the performance to be improved: By altering the instructional time requirement for the day to count, the student will be able to take advantage of blended learning instruction as well as scheduling classes at DeKalb School of Technology to complement their individual learning plans.

B. Describe how the charter will measure improvement of such performance: The school shall monitor each student's progress towards the performance goals using a computerized Learning Management System, student achievement data as well as having meetings with students, teachers, counselors, other staff, and parents.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies: The required waiver does not undermine and is consistent with the intent of the law to improve student achievement by providing the opportunity to accommodate students who are not able to be in the classroom for the entire traditional school day or leave campus to attend DeKalb School of Tech to fulfill requirements for CTAE courses.

***Teacher Certification***. O.C.G.A. Section 20-2-200, Professional Stanards Commission Rule 505-2-.09 1(a), and DeKalb County Schools Policy CGBA. The school intends to employ highly qualified teachers who have demonstrated required qualifications as required by No Child Left Behind. This waiver provides the flexibility for the school to hire teachers, regardless of current certification status, to help the school fulfill its mission and vision.

A. Designate the performance to be improved: The waiver provides the school with the flexbility to hire staff who may not be currently certified but who have the capacity to work with at-risk, non-traditional students and provide them with the social and emotional support they need in addition to the subject area content that they teach.

B. Describe how the charter will measure improvement of such performance: the school shall monitor teachers' teaching and learning practices toward meeting the goals outlined in Section II of the Charter Petition Renewal Application. These evaluations will include, but is not limited to: formal and informal formative assessments by the principal, nine-weeks review and reflection on classroom teaching and learning practices; and interaction with students and parents as measured by the computerized Learning Management System.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies: The required waiver does not undermine and is consistent with the intent of the law and DeKalb County Schools policy to set a standard for highly qualified public school teachers. The school will employ highly qualified teaches based upon their demonstrated ability to teach at-risk and non-traditional high school students along with their academic qualifications that are consistent with achieving the school's mission and vision.

***Conditions of Employment***. O.C.G.A. 20-2-850, O.C.G.A. 20-2-851, O.C.G.A. 20-2-853. The school seeks to waive the relevant Georgia Codes and the local school policy governing sick leave for teachers and other personnel, accumulation of sick and personal leave; regaining forfeited leave; and the cost of employing substitutes to best align human resources to meet the needs of students and to ensure sound and smooth operational/financial management, thereby improving student performance/achievement in all subject areas.

A. Designate the performance to be improved: Such waiver will increase teacher attendance, eliminate unforeseen absences of all personnel, and reduce the cost of employing substitute teachers, which will result in the efficient and effective allocation of operational and financial resources leading to increased student learning.

B. Describe how the charter will measure improvement of such performance: The benefit of this waiver shall be measured by the achievement of the school's mission and vision, peformance goals described in Section II of the Charter Renewal Petition Application, teacher performance on high-stakes tests, student attendance, and overall student success.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies: The requested waiver does not undermine and is consistent with the intent of the law and DeKalb County Schools policies to establish conditions of employment. The school shall afford its personnel three personal and five sick days, during which time his or her basic salary, as stated in the Employment Contract, shall be paid in full. Such personal and sick days shall not be cumulative from year-to-year unless consent from the school has been obtained.

## IV. GOVERNANCE

**16. Describe how an autonomous governing board will make decisions for the school.**

**a. Identify each member of the governing board; describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.**

DAAE's Governance Board is composed of Six (6) Board Members. The following is a brief biography of current Governance Board members.

**Wilbert Dixon**, Chairperson
**Expertise**: Working with At-Risk Youths; Court-involved youths Reentry Initiatives
**Committee/Taskforce**: Executive Committee

Wilbert is a trained Chaplain with over twenty years of experience in pastoral care. He is a service-focused individual and program coordinator with a strong commitment to serving the needs of disadvantaged youths and adults, including homeless, emancipated youth and special needs population. Wilbert excels in program and organizational planning with documented success overcoming challenges of limited resources and financial constraints to design and develop a high-quality, cost-effective and comprehensive prison reentry initiatives. He also facilitated the development of the metro-wide prison ministry collaborative that now includes 40 churches. Wilbert completed the Chaplaincy Training Program at Taylor University and Cognitive Training from the United States Department of Justice. He is also a graduate of Leadership DeKalb. Wilbert is deeply committed to improving the lives of at-risk youths.

**Geraldine Norman**, Vice-Chairperson
**Expertise**: Community Development and Engagement, Partnership Development
**Committee/Taskforce**: Governance Committee

Geraldine has ties to the community and is a life-long resident, who has been involved with the school as a founding board member since its opening in 2011. She continues to be actively involved and engaged with the community in making sense of the issues that affect residents, setting goals for improvement, and responding to problems and needs through empowerment and active participation of other community members. Geraldine works with DAAE to identify partnerships, needs, and opportunities for the school to achieve its mission and vision. She is great at mediating matters of conflict, recruiting volunteers, encouraging residents to participate in activities, building links with service organizations, and helping to raise awareness on issues relevant to the school. Geraldine attended Atlanta Technical College and graduate with an Associate's Degree. She has also worked in corporate administration with specific expertise in telecommunications. Geraldine is committed to working with DAAE to ensure that growth occurs in community engagement at the school.

**Dr. Andrew Griffin**
**Expertise**: Educational Leadership, Communication, Instructional Design, Curriculum Design
**Committee/Taskforce**: Teaching and Learning

Andrew is a lifelong educator providing leadership in all areas of teaching and learning, including: curriculum, data analysis and professional development. He has led, guided and directed all members of the administrative, instructional, and support services teams in setting

and achieving the highest standards of excellence in educational programming and operating systems while serving as the Assistant Superintendent of Professional Education. Andrew earned his Ed.D. from Harvard University in Curriculum and Supervision. He also hold M.A. degrees in Human Relations and Community Affairs, and Counseling and a Bachelor's degree in Education and Sociology. Andrew has exceptional organizational and management skills, as well as stellar interpersonal skills, and is well versed in managing and resolving conflicts. He is committed to working with the school towards meeting its goals for exceeding academic achievement.

**Ken Turner**
**Expertise**: Marketing, Communication, Partnership Development
**Committee/Taskforce**: Marketing and Fund Raising

Ken is a retired Captain and Company Commander of the United States Army where he worked as a logistics officer in communications and electronics. Since leaving the military service, he has worked in sales and marketing for a Fortune 500 company. He graduated from Central State University with B.S. Degree. Ken is a success and results oriented sales professional, with a documented track record demonstrating sales growth and market penetration for the organizations he represents. His success can be attributed to his strong work ethic. He's a consistent award winner, recognized for his exceptional drive to achieve and surpass goals. Ken possesses a myriad of sales skills and business development experience that encompasses all aspects of professional sales in healthcare. He is committed to growing and developing the charter school to meet the needs of the student it serves.

**Erica Williams**, Secretary
**Expertise**: Human Resources, Resource Allocation, Client/Customer Relations
**Committee/Taskforce**: Marketing and Fund Raising

Erica is a human resources professional with over twenty years of experience in HR software applications, payroll management, employee benefits administration, grants awards and management, and community relations. She has an exemplary track record in organization and administration in human resources management, resolving benefits related problems and ensuring the effective utilization of plans and positive employee relations. She also works on various projects in the DeKalb County Government, for example, the Taskforce on Reentry and Recidivism in collaboration with GA-PRI (Georgia-Prisoner Reentry Initiative) and chaired the Faith-based component of the initiative. She has over nine years of experience as a Human Development professional dealing with social issues within communities all over DeKalb County. And, over the last five years, Erica has mentored youth and young adults. Erica attended Shorter College and completed the B.S. degree in Management. Erica is committed to working with DAAE to ensure effective policy development and administration as well as sharing her experience and expertise in working with and mentoring at-risk students.

**Charles Bowman, Ed.D.**, Interim Treasurer
**Expertise**: Education Leadership, School Culture and Instructional Programming, Operations and Organizational Management, Community Collaboration, Visioneering
**Committee/Taskforce**: Finance Committee

Charles has over fifteen years of experience in education, with five years of experience in educational leadership and administration. He's been involved in public education in Georgia since graduating from Georgia State University with a M.Ed. He received his Certificate in Educational Leadership from Georgia State University and was granted an Ed.D. in Educational

Leadership from Mercer University. He is an experienced leader in instructional programming and student achievement data analysis used for developing differentiated learning practices in student-centered classrooms. Charles is well versed in facilitating community building initiatives, including partnership development. He also holds a Gifted Educator Endorsement and was recognized in the United States Department of Education Alternative Certification Public Service Announcement. He has received the Project GRAD's Master Teacher Award and the Fulbright Memorial Fund Scholarship. Charles is committed to working with students from diverse backgrounds to ensure they become 21st Century scholars.

***Board Members Selection***. DAAE's governance board is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the school. As representatives of the school community at-large, the Governance Board is the primary force pressing the organization to the realization of its mission. As a result, the Board's Governance Committee is continuously recruiting community leaders and business professionals to serve on the Governance Board and its various committees and task forces.

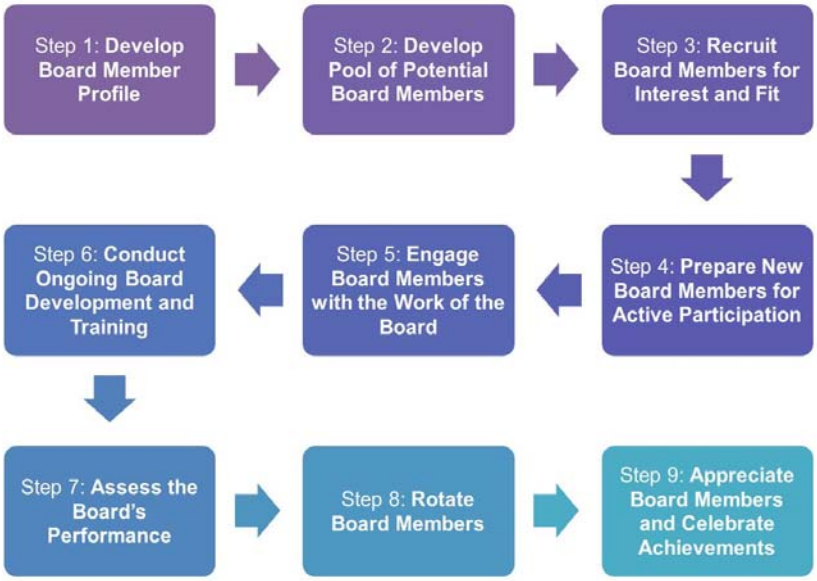
The Governance Committee follows best practices in recruiting individuals with knowledge and expertise in finance, legal, human resources, education, board development, marketing and other areas, as needed and based on the governance board's strategic plan. Individuals with these skill sets are necessary for carrying out the board's management and oversight responsibilities of the school's affairs, in accordance with DAAE's mission and vision.

The Governance Committee recognizes that the work of building a great board involves more than simply getting an individual to fill a seat. Through very intentional planning, the Governance Committee aims to develop and maintain an effective board that is committed to the mission and vision of the school, and brings expertise in key areas of school operations and represents the community as well as diverse viewpoints.

## *Appendix 4.1 – Governance Board Organization Chart*

***Board Member Terms***. The term of office for each board member shall be three years. The Founding Board implemented staggered terms for the initial Governance Board. Board members were divided into three classes to ensure appropriate succession and continuity in subsequent years. Class 1 served a one-year term; Class 2 served a two-year term; and Class 3 served a three-year term. Following the end of these initial terms, board members are eligible to serve additional 3-year terms.

***Recruitment Plan***. The Governance Committee shall implement BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members (2nd Edition). This very intentional planning process guards against the sudden loss of a founder or key board member, so that the school is not caught off-guard and continuity in school management and oversight is ensured.




*BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members*

Step 1 – Develop board member profile by identifying the needs of the boards related to skills, knowledge, perspectives, connections, etc., needed to implement the strategic plan for the School. Board members shall ask the questions: What do we have? What is missing?

Step 2 – Develop a pool of potential board members by identifying individuals with the desired attributes. Board members can suggest potential candidates from within their networks as well as ask senior staff and key stakeholders to suggest potential candidates. Then, board members can connect with candidates and provide them with information about the school's progress.

Step 3 – Recruit prospective board members for interest and fit with the school's mission and vision. Board members shall explain to prospects why new board members are needed along with board member roles and responsibilities; and invite prospects to ask questions and find out if they are prepared to serve.

Step 4 – Prepare new board members for active participation by conducting a board orientation so that new members become familiar with both the board and the school explaining its history, programs, pressing issues, finances, facilities, bylaws and organizational chart. Also, share with new board members committee descriptions, board member responsibilities, and board roster.

Step 5 – Engage board members with the work of the board by involving everyone based on their interests and availability. New members shall choose a committee to serve on and have an assigned board mentor to provide support as needed.

Step 6 – Conduct ongoing board development and training (workshops/seminars/retreats) to educate the board concerning the mission and vision for the school by promoting the exploration of issues and challenges facing the organization as well as to build board capacity to carry out its management and oversight responsibilities.

Step 7 – Assess the board's performance as a whole as well as individual board members to see how the Principal works with the board as a team and identify ways in which the work of the board can be improved.

Step 8 – Rotate board members by enforcing term limits, reexamining board member interest and fit for implementing the school's mission and vision, and advising board members who are not active to consider resigning and possibly rejoining the board in the future when they have more time to serve.

Step 9 – Appreciate board members and celebrate achievements no matter how small by recognizing individual contributions to the board, the school, and the community.

The governance board's board building cycle emphasizes the importance of good board governance and presents the process or roadmap to build and maintain an effective board in fulfillment of their management and oversight responsibilities to the school.

**b. Describe the governing board's function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.**

***Governance Board Members Roles and Responsibilities***. DAAE is governed by a Governance Board of Directors and shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. Meetings of the governance board shall be advertised in advance and shall be open to the public. The governance board is responsible for the management and oversight of the school's affairs in accordance with the mission and vision of the school. Its duties shall include, but is not limited to, establishing the strategic direction of the school; developing and adopting policies that guide decision making in the school; securing funding for the implementation of the strategic plans and operations of the school; and, monitoring the implementation of all board-approved plans and policies.

The Governance Board shall be composed of community stakeholders with expertise in finance, legal, education, human resource management, board governance, real estate, and other areas of expertise required for the management and oversight of the School's affairs in accordance with the mission and vision of the School. The number of board members shall be between four and eight based on the organization's Bylaws. Board members will also represent the School in the community and solicit their support to achieve the School's goals. Their general responsibilities shall include, but are not limited to:

- *Ambassadorship*. Promote the School's mission, generate goodwill for the organization, encourage support for staff and volunteers; make introductions to potential donors, foundations, and other supporters; and enhance the School's public standing.

- *Fiscal*. Adopt and maintain a balanced budget; review revenues and expenses on a monthly basis to ensure adequate resources to run the daily operations of the School; strengthen the School's financial base by participating in and contributing to its annual fund, up to their ability; participate in strategic planning for the School; and other development efforts.

- *Legal*. Maintain accountability and act on behalf of the School and its interests, putting aside personal concerns, affiliations, or constituencies; and develop and adopt policies to ensure that the School is organized and administered in a manner that is in compliance with all applicable federal, state, and local laws to ensure its legal and ethical integrity.

- *Staffing*. Hire and supervise the School's Principal and chief financial officer, and review their performance based on agreed upon goals with the Governance Board; ensure succession planning to facilitate a strong transition should there be a sudden or unanticipated departure of any of the members of the Leadership Team; and, utilize board members' expertise to assist with determining, monitoring, and strengthening the School's programs and services.

- *Committee Structure*. Ensure effective organization and provide a flexible, streamlined board structure consisting of essential standing committees and task forces. Standing committees shall include, but is not limited to: executive, governance, finance, teaching, learning, and fundraising. This structure allows the Governance Board to complete its management and oversight responsibilities and promptly respond to changing circumstances and match committees to goals set in the School's strategic plan.

- *Responsibilities of Board Members*: (i) attend 80% of board meetings annually; (ii) make a personal financial contribution, up to their ability, to the organization ensuring that the board achieves 100% participation, and; (iii) serve on at least one committee.

In addition to the general roles and responsibilities of individual board members, officers of the governance board shall have the following roles and responsibilities (job descriptions) as follows:

*Chairperson*. The responsibilities of the chairperson of the governing board will include, but are not limited to, ensuring effective action of the board in supporting and overseeing the finance, business and operational affairs of the school; establishing strategic plans, guiding principles, policies and procedures, and the mission and vision of the school; providing personal leadership and facilitation of board meetings so all members participate in discussions and using proper decision-making procedures; developing policies and procedures to govern board operations including board recruitment, committee structure, self-assessment, and leading the Board's responsibility to hire, evaluate, and set the compensation for the principal and the development of a succession plan for key leadership positions at the school.

*Vice Chairperson*. On the governing board, this individual shall attend all board meetings, be prepared to preside in the absence of the chair; serve on the executive committee; carry out special assignments as requested by the board of directors; understand the responsibilities of the board chair and be able to perform these duties in the chair's absence; participate as a vital part of the board leadership; and serve as chair of the Governance Committee.

*Treasurer*. This individual chairs the Finance Committee and shall oversee the management of school finances according to the board-approved annual budget and financial management policies; participate in preparing the school's annual budget with the principal; ensure accurate accounting practices and records are maintained; ensure assets are protected and invested according to board policy; ensure compliance with organizational, statutory and regulatory reporting to DeKalb County School District, the Georgia Board of Education, and other entities as required; ensure comprehensive monthly, quarterly and annual financial reports are prepared for review by the Finance Committee and the Board; and ensure complete financial records and other pertinent information are made available to the state-certified CPA conducting the school's annual audit.

*Secretary*. On the governing board, this individual shall certify and keep at the main office of the school, the organization's bylaws as amended or otherwise altered to date along with a book of

minutes of all meetings of the governing board; ensure that notices of meetings of the governance board of directors are duly provided in accordance with the provisions of the bylaws and as required by Georgia Opening Meeting law; and will be the custodian of the records of the organization.

*Obligations of the Organization to its Board Members*. The school is responsible to its board members in a number of ways and shall: (i) provide to board members, without request, monthly financial reports that allow them to review the school's financial position; (ii) allow board members to call on the paid staff to discuss program and policy, goals, and objectives, in the context of carrying out official board and committee duties; (iii) assure board members that staff will respond in a straightforward and thorough fashion to questions they may have in carrying out their fiscal, legal, or moral responsibilities to the organization; and provide Directors and Officers (D&O) insurance.

***Principal –selection, evaluation, and termination***. The governance board is also responsible for the hiring, supervising, supporting, evaluating, and terminating the Principal. The governance board shall develop a written job description for the Principal so that roles, responsibilities, and expectations are clearly defined and understood by all parties. Additionally, the board shall establish clear definitions for the Governing Board-Principal relationship, for example, the governing board of directors: (i) approves the school's annual budget; (ii) reviews periodic financial reports (balance sheet, income statement, changes in financial position); and (iii) ensures that proper internal controls are in place. While the Principal will: (i) prepare the school's annual budget with input from CFO, staff and the board's finance committee; (ii) oversee the preparation of periodic financial reports; and (iii) implement proper financial controls.

| PRINCIPAL | GOVERNANCE BOARD OF DIRECTORS |
|---|---|
| • Prepares the School's annual budget | • Approves the School's annual budget |
| • Oversees preparation of financial reports | • Reviews financial reports |
| • Implements proper financial controls | • Ensures proper internal controls are in place |

When the need arises, the Governance Board's Executive Committee shall work with an Executive Search consultant to recruit and hire the Principal for the school and follow the process outlined below:



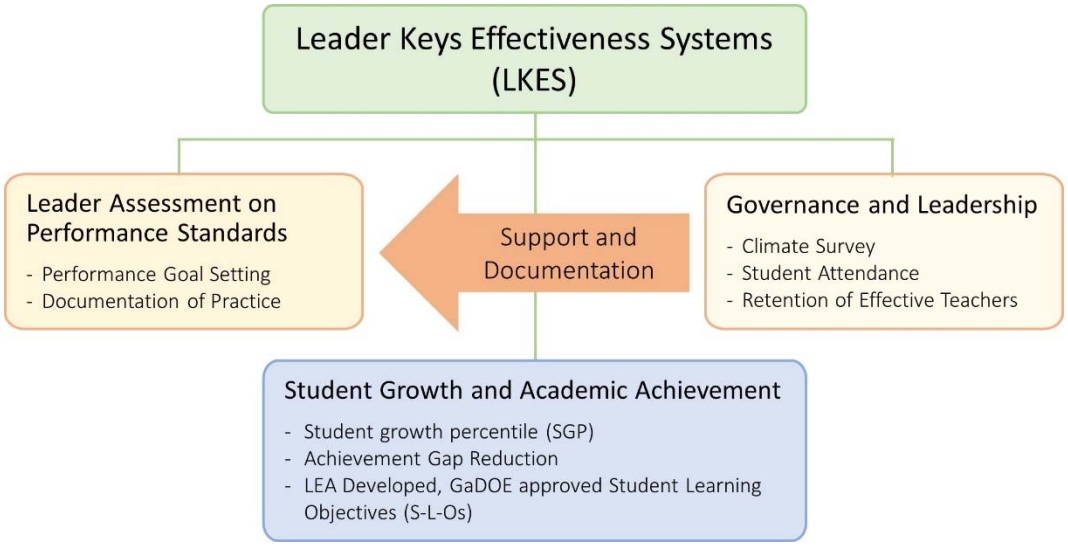

*Principal Selection – Overview Executive Search Process*

The major responsibilities of the Executive Committee working with the Executive Search consultant are:




*Principal Selection – Detailed Executive Search Process*

The Governance Board is also responsible for evaluating the principal and chief financial officer. The Executive Committee shall use GaDOE's Leader Keys Effectiveness System (LKES) to evaluate the principal. The infographic below summarizes LKES from which a Leadership Effectiveness Measure (LEM) score is generated for the principal by GaDOE.




*Georgia Department of Education Leader Keys Effective Systems (LKES)*

The Leader Assessment on Performance Standards (LAPS) contains the major instructional responsibilities of the principal, which are:

1. ***Instructional Leadership*** *- fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to School improvement.*

2. ***School Climate*** *- promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe School climate for all stakeholders.*

3. ***Planning and Assessment*** *- effectively gathers, analyzes, and uses a variety of data to drive planning and decision-making consistent with established guidelines, policies, and procedures.*

4. ***Organizational Management*** *- fosters the success of all students by supporting, managing, and overseeing the School's organization, operation, and use of resources.*

5. ***Human Resource Management*** *- fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*

6. ***Teacher/Staff Evaluation*** *- fairly and consistently evaluates School personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.*

7. ***Professionalism*** *- fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

8. ***Communication and Community Relations*** *- fosters the success of all students by communicating and collaborating effectively with stakeholders.*

The steps for evaluating the principal's performance based on the above standards, include performance goal setting and identifying documents of practice. The Executive Committee and the principal's shall set two goals at the beginning of the school year (pre-conference) based on the needs of the school and the professional needs of the principal. The school improvement plan and the results from the principal's self-assessment shall be used to develop these goals.

The principal and the Executive Committee shall identify appropriate sources of documentation that will be used to determine if these goals were successfully attained. The Executive Committee shall review multiple sources of data before evaluating the leader on the standards. The Executive Committee's evaluation shall be based on the totality of evidence and consistency in practice, both for the formative assessment in January/February and prior to the summative assessment in April/May. For example, the Climate Survey is completed by all certified and classified staff members and shall be used to inform the summative assessment as well as act as a point of reflection for the principal, generate goals for continuous improvement, and provide feedback for professional development.

The Executive Committee will ensure that the principal participates in ongoing professional development to validate teaching and learning as the central activities of the school, engage with staff and teachers to improve leadership skills, collaborate with staff to achieve organizational goals while still meeting the needs of individual staff members, use data and information in planning and decision making for continuous improvement, model effective teaching and learning processes, and find opportunities to work, discuss, and solve problems with staff.

To the extent possible, the Executive Committee shall interview the school leader who is leaving the employ of the DAAE (resignation, leave of absence, layoff or dismissal). The purpose of the exit interview will be to: (a) ascertain the reason(s) for termination to inform and improve management practices and policies, reduce turnover, and obtain appropriate information for potential unemployment claims; (b) inform the school leader of the terms and conditions of employment affected by the separation; (c) foster good public relations by correcting misinformation and modifying negative attitudes.

Voluntary separation from employment may be initiated at any time by the school leader's submission of a letter of resignation to the governance board and will be placed in their personnel file. Involuntary separation from employment may be initiated at any time by the governance board based on the school leader inability to meet the goals set forth in the Charter Renewal Petition Application. The separation will also be reviewed by the board's attorney so that the termination will not qualify as wrongful dismissal. Upon receipt of the notice of termination by the school leader, he/she shall arrange for an exit interview with the Executive Committee. The school leader will ensure that all school property in his/her possession is returned. The following items will be reviewed with the school leader during the exit interview: final pay calculation, benefits termination and insurance continuation rights, status of payroll deductions, and address to which correspondence is to be sent.

***Monitoring Academic Goals, Curriculum, and School Operations***. The governance board's first priority is to improve academic achievement for all students attending DAAE by expanding learning opportunities for all students and operating under a performance-based accountability system. The board's accountability system is focused on:

- Reviewing the mission and vision statements for the organization annually, to ensure that it is relevant and guides the work and decision making of the school to expand educational opportunities for at-risk students and change their lives.

- Ensuring that teachers and staff employed at the school are competent to carry out the day-to-day instructional and operational tasks of the school and that the school leader, in particular, has a broad skill set—from academic knowledge to fiscal expertise.

- Training teachers and staff in understanding their roles and responsibilities regarding school autonomy, funding, administration and oversight, student and organizational outcomes, measures for evaluating success or failure, and performance consequences.

- Completing and reviewing the annual financial audit of the school that is conducted by a qualified, independent Georgia-licensed certified public accountant.

- Establishing, communicating and implementing an ongoing review and evaluation process for all functional areas of the school—instruction, organizational management, governance, finance and human resources—that uses performance data to determine if the school is meeting the goals outlined the Charter Petition Renewal Application.

- Developing the school's annual report for stakeholders summarizing its performance and compliance requirements as well as identifying areas of strengths and areas needing improvement.

**c. Please use the Governance matrix (found on the Charter School Division's website) to illustrate the level of autonomy your Governing Board will have. Please note: This matrix will become part of your charter contract.**

## *Appendix 4.2 – GaDOE Governance Matrix*

**d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.**

## *Appendix 4.2 – GaDOE Governance Matrix*

**e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.**

New board members will be assigned a veteran board member as a mentor, and shall plan School visits with the Principal to learn more about the School's instructional program, strengths and needs. To maintain a strong foundation on which to build and sustain the Governance Board, orientation and ongoing board training and development shall be necessary. Board members will also have the opportunity to attend the Georgia and/or National Charter Schools Annual Conference.

The board shall review annually the organization's strategic plan, the results of the board self-assessment, and its committee structure. The results of this review will allow the board to determine what additional areas of expertise, if any, it may need to meet its management and oversight responsibilities of the school. Additionally, the review process keeps board members engaged and seeks to add board and committee members to find creative and innovative ways to accomplish the mission and vision of the school.

**f. Describe how and why governing board members may be removed.**

The manner and conditions under which Governance Board members may be removed from office are stated in the organization's Bylaws ***(Appendix 4.3 – Bylaws***). Board members may be removed with or without cause by a vote of a majority of the board members then in office. The Governance Committee will monitor board member participation and expectations and make recommendations from time to time to remove members of the board if they fail to fulfill their responsibilities. For example, inconsistently attending board meetings, failing to participate in a committee of the board, or engaging in dysfunctional and disruptive behavior may be causes for removal. Additionally, if board members engage in activities unbecoming, they will be subject to the procedures and remedies of the DCSD's Code of Ethics ***(See Appendix 4.4 – DCSD Code of Ethics).***

The manner and conditions under which Governance Board members may be recruited if vacancies occur are stated in the organization's Bylaws ***(Appendix 4.3: Bylaws***). A vacancy shall be declared, by a majority vote of the Directors, in any seat on the Board upon the death or resignation of the occupant thereof, or upon the disability of any occupant rendering him or her incapable of participating in the management and affairs of the organization. Vacancies on the Governance Board, including those resulting from an increase in the number of Directors to serve on the Governance Board, shall be filled by majority vote of the attendees of the remaining members of the Governance Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Replacement board members shall be

recruited from the membership of the committees of the Board as well as from the professional networks of board members, the leadership team, and key stakeholders.

**g. Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.**

New board members shall be assigned a veteran board member as a mentor, and shall plan school visits with the principal to learn more about the school's instructional program, strengths and needs. The governance committee shall prepare a training schedule for board members based on the results of the board's annual review of its strategic plan, the board self-assessment, and its committee structure. The Governance Committee shall organize board training in the form of in-person and online monthly and quarterly workshops/seminars utilizing a Georgia Department of Education approved governance training provider. All board members will receive orientation annually and planned workshops/seminars may include, but are not limited to: fund raising, principal evaluation, communication, finance and operations oversight, conducting meetings and Georgia's Sunshine laws, etc. Board members will also have the opportunity to attend the Georgia and/or National Charter Schools Annual Conference.

**h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.**

Prior to the start of each School year (July 1), board members will participate in board orientation to communicate updates for the upcoming School year related to the mission/vision, core values, charter petition goals and objectives, and strategic plan goals and objectives; roles and responsibilities of the Governance Board and its members; best practices for board service related to legal compliance, financial accountability, staff management, communication and advocacy; the school design, instructional program, and student achievement; the Governance Board Digital Handbook; and the financial management practices implemented at the School.

The governance committee shall review the list of prequalified governance training consultants listed with the Georgia Department of Education, Charter Schools Division, and select two to three providers for an interview. After the interview, the governance board shall select and contract with a provider for services. The board shall work with the consultant to provide training to board members in the areas described under Questions 16.g over the course of the school year. The governance committee shall continue to work with members of the board, committees, and taskforce on recruiting new members by inviting them to attend board and committee meetings, and school visits.

**i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.**

The Governance Board has several means of ensuring that current and future board members avoid conflicts of interests. The Governance Board has approved a Conflict of Interest Policy (***Appendix 4.5 – Conflict of Interest Policy***). The purpose of the Conflict Of Interest Policy is to protect DAAE's tax-exempt status and is meant to supplement, not replace, any applicable

state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Additionally, all Governance Board members are required to disclose any actual or possible conflicts of interest and sign the DCSD Conflict of Interest Form (***Appendix 4.6 – Governance Board Members' Conflict of Interest Forms***) and the DCSD Code of Ethics Oath, annually; and all Governance Board members receive training on the Code of Ethics (***Appendix 4.4 – DCSD Code of Ethics)*** and Conflict of Interest policy that includes: procedures related to duty to disclose, determining whether a conflict of interest exists, procedures for addressing conflict of interest, violations of the conflict of interest policy, records of proceedings, compensation, annual statements, and periodic reviews.

**j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.**

The Governance Board upholds the School's mission and vision by promoting the scholastic and personal (social-emotional) development of students as 21st Century scholars and leaders. Furthermore, the Governance Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School's resources by: communicating the mission and vision of the School to the community; recruiting and mentoring Governance Board members to ensure shared values; holding the School's Leadership Team accountable for achieving the mission and vision of the School; and participating in fundraising and other community events on behalf of the School.

**k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.**

The Governance Board will utilize the LKES evaluation tool as the instrument to evaluate the principal's performance. Selected members of the Executive Committee will become Certified Trainers in the LKES evaluation process. The manner in which the governance board evaluates the principal's performance is described in Question 16.b above.

**l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.**

The hallmark of the Governance Board's leadership, first and foremost, has been the establishment and communication of the School's mission and vision.

> *The mission of the Destiny Achievers Academy of Excellence Charter School is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and entry into the workforce.*
>
> *The vision for Destiny Achievers Academy of Excellence Charter School is to increase the number of graduates at Destiny Achievers Academy Of Excellence; to increase the*

*number of those graduates who go on to college; to help ensure that each and every one of the students who graduate from Destiny Achievers Academy Of Excellence is prepared to enter the world and workforce armed with all the knowledge and personal strength the need to succeed.*

The Governance Board shall develop the School's strategic plan which establishes the strategic priorities for the School with realistic goals and objectives for the term of the charter consistent with the established mission and vision. The plan will also have progress measurement indicators to measure accomplishments and make informed changes. The Governance Board and Leadership Team shall facilitate and work to establish among all stakeholders, a shared understanding and commitment to the future vision, goals and objectives, and the path to get there.

Annually, the Governance Board will review and assess the organization's structure and infrastructure with a focus on student academic achievement goals; people (roles, relationships, competencies, etc.); key operations systems and processes; information technology; facilities; and other critical resources. The review shall be completed using organization reports, structured interviews, surveys, and documents review, etc. The Governance Board will also conduct a board self-assessment or "check-up" to ensure a healthy and energized board. This annual review will yield functional organizational charts with near- and long-term recommendations to address gaps and take advantage of opportunities towards accomplishing the School's mission.

The Governance Board acknowledges that nonprofit organizations, in general, face a myriad of challenges in establishing and maintaining financial stability and DAAE is no exception. In the face of reduced funding from the state and local School district year-over-year, DAAE's first line of defense has been the creation of a reserve account that holds a percentage of FTE revenues annually (***Appendix 4.7 – 2013 an 2014 Annual Audit Report***). The School shall develop and review its fundraising plans annually to ensure organizational financial stability through the continued establishment and development of additional streams of revenues from government and foundation grants, private donors, corporate gifts and partnerships, and its annual fund.

Additionally, the Governance Board will lead, direct and coordinate its financial management and oversight responsibilities, which are to: approve the organization's annual operating budget; select and oversee the organization's independent auditors; ensure the quality and integrity of the organization's financial statements and reporting process; ensure the performance of the organization's accounting systems, fiscal controls and risk management practices, and tax and regulatory compliance; ensure compliance with the organization's code of ethics and conflict of interest policy; oversee all funding and debt instruments of the organization; and oversee the investment of the organization's idle funds.

**m. How will parents, community members, or other interested parties be involved in the charter school's governing board?**

Parents and community members will continue to be involved with DAAE after the charter renewal application is approved by the State Board of Education. Parents and community members may serve directly on the Governance Board and on any of its various committees and task forces, which may include, but not be limited to: governance committee, finance committee, development committee, teaching and learning committee, strategic planning task force, facilities task force, and technology task force.

**n. How will the school promote parental and staff involvement in school governance?**

Education is a shared responsibility where parents and staff are key stakeholders and their involvement enriches the teaching and learning environment and directly contributes to student achievement. The Governance Board promotes a healthy partnership with parents and staff by:

- Making sure the School is accessible and welcoming to parents as well as professional and collegial for staff;
- Making sure that parents and staff have open access to relevant information about the School's policies, programs, and services; and
- Encouraging meaningful opportunities for input into decision-making at the School and at the Governance board level.

DAAE strives to maintain a welcoming teaching and learning environment for parents and to make it easier for all parents to participate in their child's education through the implementation of the National Network of Partnership Schools model. Research shows that when schools are successful in engaging parents, there is a strong and positive connection to improved student achievement. Examples of parent and staff involvement in governance include, but are not limited to, the following: serving on the Governance Board and its various committees and task forces; and participating in surveys and other School community meetings.

While parent involvement is an important part of a students' education under normal circumstances, students at DAAE come from unique circumstances. Many times our students may not be living with their parent but with foster parents, grandparents, and/or others approved by the judicial system or may be living in independent living arrangements. However, it is important that whoever they call *"family"* be involved in ways that support what the student is trying to do by completing their education. Another innovation program that will be implemented is Botvin Life Skills Training Program. This is a research based program that uses a psychosocial competency approach for adaptive behavior that helps us deal with the demands and challenges of everyday life.

**o. How will the school communicate with students' families?**

Communication is at the heart of education and is a dynamic part of student success in the teaching and learning environment. This type of student success is built on effective two-way communication on all levels of engagement at the School. Accordingly, DAAE's family involvement policy, anchored in the Title I Parent Compact, is focused on improving student achievement and engaging students and families to develop specific knowledge and skills related to teaching and learning. Generally, school-to-home communication is about programs, student progress, and academic achievement. This includes, but is not limited, to the following:

- *Beginning of the year parent communication* includes a letter of introduction of the teaching team and welcoming families back to school, and meeting the Teacher/ Orientation to share information on curriculum, schedule, goals and expectations.
- *Parent communication throughout the year* in the form of weekly updates, monthly newsletter, updates on the School's website, social media to share student successes, and conferences, notes or calls to home to share positive and not-so-good news.

- *End of the year parent communication* includes conferences to share observations along with student samples and suggestions for home activities to support students' growth and development; and thank you notes to families letting them know that the teaching team enjoyed the opportunity to learn and grow with their children.

**17. Grievances**

**a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.**

See ***Appendix 4.8 – Grievance Procedure***

**b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.**

**Teacher**: The Governance Board will follow the procedure as outlined in the Complaint and Grievance Procedure for Staff. Their role is ultimately to hear the next level of the grievance/complaint and to ensure that due process was followed and that all evidence was presented, make a fair assessment and present a decision. See ***Appendix 4.8 – Grievance Procedure***.

**Parents**: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to insure that the parents have followed the process of starting their conversation with the classroom teacher and then working their way up through the system to the Principal prior to coming to the Governance Board. They want to make certain that the parent's voice was heard and that due process was followed on the part of staff and that the parents are clear about the resources that are available to them for resolution and that the lines of communication have been open throughout the process between home and school prior to their feeling the need to seek out Governance Board attention to their complaint. It is important to the Governance Board that the parents of DAAE feel heard, feel that their students are in a place where attention is focused on student success, and that the parents are a part of the "team."

**Students**: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to ensure that "due process" has been followed in any complaint/grievance areas involving the students; that parents have followed the processes identified for resolving the issues presented to them. Ultimately, the Governance Board will send the decision back to the school leadership to implement their decision and let the student and the parent know of their decision in a written communication through the Principal. See ***Appendix 4.8 – Grievance Procedure***.

**Community Concerns** (including Parents): When community members address the Governance Board during their Board meetings, they have an opportunity to speak directly to them and share their concerns and/or issues. They sign their names to a list and a response to questions asked or concerns raised is sent to them at a later date.

**c. Describe the method that the governing board plans to utilize for resolving internal conflicts.**

DAAE acknowledges that the Governance Board shall be subject to the control and management of the local school board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. For any disputes arising between the DCSD and the Governance Board, the following procedures will be adhered to: (1) Any and all disputes between the charter school and DCSD will first be expressed in writing by the complaining party within 30 days of the incident; (2) written complaints initiated by DCSD shall be addressed to the board; (3) written complaints initiated by the board shall be addressed to the superintendent; (4) the board shall respond in writing to any DCSD written complaints within 10 business days from the date of receipt of the complaint; (5) the DCSD shall respond in writing to any board written complaints within 10 business days from the date of receipt of the complaint; (6) if necessary, the board members and the superintendent shall meet to resolve the complaint; and (7) in the event that the complaint cannot be resolved then the parties will, upon mutual consent, engage in binding arbitration.

**18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20 -2-2065(b)(4).**

## *Appendix 4.9 – Certificate of Incorporation*

**19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.**

DAAE's Governance Board is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. As representatives of the school community at-large, the Governance Board is the primary force pressing the organization to the realization of its mission. DAAE's Governance Board is composed of Six (6) Board Members.

1. Wilbert Dixon, Chairperson; Expertise: Working with At-Risk Youths; Court-involved youths Reentry Initiatives; Committee/Taskforce: Executive Committee

2. Geraldine Norman, Vice-Chairperson; Expertise: Community Development and Engagement, Partnership Development; Committee/Taskforce: Governance Committee

3. Dr. Andrew Griffin; Expertise: Educational Leadership, Communication, Instructional Design, Curriculum Design; Committee/Taskforce: Teaching and Learning

4. Ken Turner; Expertise: Marketing, Communication, Partnership Development; Committee/Taskforce: Marketing and Fund Raising

5. Erica Williams, Secretary: Expertise: Human Resources, Resource Allocation, Client/Customer Relations; Committee/Taskforce: Marketing and Fund Raising

6. Charles Bowman, Ed.D.; Expertise: Education Leadership, School Culture and Instructional Programming, Operations and Organizational Management, Community Collaboration, Visioneering; **Committee/Taskforce**: Finance Committee

## *Appendix 4.10 – Governance Board Members Resumes*

**20. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school's mission and non-profit status and should include:**

## *Appendix 4.3: Bylaws*

**a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.**

See Article IV of the Bylaws

**b. The number of members to serve on the board after the charter school is authorized (the minimum required by DCSD is five), and identify any seats reserved for specific constituents.**

See Article IV of the Bylaws

**c. The responsibility and authority of the board for the policy and operations of the charter school.**

See Article III of the Bylaws

**d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).**

The following is a list of the committees of the Governing Board:

- Executive Committee
- Finance Committee
- Governance Committee
- Marketing & Fund Raising Committee
- Teaching & Learning Committee

**e. The calendar for board meetings, providing for a minimum of six meetings per year.**

The governance board of DAAE meets monthly on the second Tuesday of each month. Meeting begin at 7:00 pm and are held at the school. Meetings dates and times are set at the beginning of each school.

**f. A list of the quorum and voting requirements for board meetings and committees.**

See Article III of the Bylaws

**21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.**

## *Appendix 4.6 – Conflict of Interest Policy*

## V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit.

**Section V in its Entirety is NOT APPLICABLE to DAAE** because the school does not intend to contract with an Education Service Provider or other charter partner to provide management consulting services.

a. Describe how the arrangement will be in the best educational and financial interests of the charter school.
b. Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others. How and why was EMO/CMO Company chosen, selected?
c. Describe the history of the ESP or partner selected, including academic results, closures, non- renewals and separations.
d. Describe how the contract was negotiated.
e. Briefly describe the range of services the education service provider or partner will provide for the school. To what extent will the educational management company participate in the management of the school? Please describe all educational and non-educational services to be provided by any educational management company or for-profit entity with which the charter school will contract.
f. Describe how the governing board will monitor and assess the performance of the management organization.
g. What are the requirements to terminate the contractual relationship and how would terminating the relationship affect the school's ability to continue its operations?
h. Describe the reporting and organizational structure of the school in regard to the governing board, school administration and educational management company in relation to the governance and management of the school. Clearly delineate which positions are employees of the [EMO/CMO] and which persons or positions are employees of the charter.
i. In the Appendix, provide the latest annual report for the educational management company, including audited financial statements, if available.
j. In the Appendix, provide the educational management contract with all applicable signatures and dates of execution.
k. Is the EMO/CMO charging a fee for their services? If yes, this description should include the nature, duration, and cost of service commitments.
l. Please submit a list of all owners, directors and officers of the [EMO/CMO].
m. Please submit the name, address and telephone number of the legal representative and the accounting firm for the [EMO/CMO].
n. In the appendix, provide references from previous schools managed by the [EMO/CMO], including academic success of students by grade and program measured by test scores and external financial audits for each school managed (both those currently opened and those that have closed) within the last three years. If the company has managed schools in the state of Georgia which have closed, the reasons for its closing should be offered. (If the company has a history of closures across the nation, please explain.)
o. A description of the [EMO/CMO]'s partnerships with any other charter schools, public schools, or private schools. If applicable, please provide a list of all schools managed or Serviced in the last five years (including those no longer in operation). Indicate the location and grade levels served of those schools.
p. Is the charter school leasing, lease-purchasing or engaging in any other property or financing relationships with the [EMO/CMO]? Is so, please provide the statement in the petition that lease, lease-purchase, or financing transactions will be separately documented and not a part of or incorporated into the [EMO/CMO]-charter school agreement.

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).

a. Contact information for a representative of each business and/or partnership listed should be provided.
b. Disclose any potential conflicts of interest within each arrangement or partnership.
c. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

## VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

**24. State the school's Financial Goals and Measures.**

Goal 1: DAAE shall be economically sustainable.

**Measure 1**: Each year, DAAE shall operate in a fiscally sound manner as measured by an annual audit conducted by a Georgia licensed certified public accountant, as required by law.

**Measure 2**: The actual and proposed budgets developed at DAAE shall demonstrate an effective allocation of all resources, which are aligned with supporting the goals identified for the school year.

**Measure 3**: DAAE shall have a written set of board approved financial policies, procedures and internal controls that sets clear operating standards for the management of the school. These policies, procedures, and financial controls shall be reviewed and updated annually, as needed.

**Measure 4**: DAAE shall adhere to sound and consistent methods for collecting and organizing financial data and meet Generally Accepted Accounting Principles, as demonstrated by internal and external audit reports.

Goal 2: DAAE's financial performance over the short-term shall be benchmarked to evaluate the School's performance and improve outcomes.

**Measure 1**: Student enrollment variance equals or exceeds 90% for years 1 and 2; and equals or exceeds 95% for the remaining years of the charter term. Enrollment variance = actual enrollment / enrollment projection in Board approved budget.

**Measure 2**: The school's current ratio shall be greater than 1.1, or between 1.0 and 1.1 and one-year trend is positive (i.e., current year ratio is higher than the previous year). Current ratio = current assets / current liabilities.

**Measure 3**: The school's unrestricted cash days shall be 60 days cash or between 30 and 60 days cash and one year trend is positive (i.e., current year ratio is higher than the previous year). Unrestricted days cash = total expenses / 365.

**Measure 4**: The school's debt to asset ratio shall be less than 0.9. Debt to asset ratio = total liabilities / total assets.

**Measure 5**: The school shall not be in default of any loan covenant(s) and/or is not delinquent on debt service payments.

Goal 3: The Financial performance of DAAE over the long-term shall be benchmarked to evaluate the School's performance and improve outcomes.

**Measure 1**: The five year cash flow projection sheets shall demonstrate that DAAE maintains adequate reserves over the term of the renewal charter and the school's cash flow shall be positive for each year during the term of the charter.

**Measure 2:** The school's annual total margin shall be positive each year during the term of the charter. Total Margin = Net Income / Total Revenues.

**Measure 3**: The school's debt to asset ratio is less than 0.90 for each year during the term of the charter. Debt to asset ratio = total liabilities / total assets.

**Measure 4**: Student enrollment shall be monitored each semester to ensure that the strength of demand for the school is at 1.0 or better using the formula: (Enrolled Students + Excess Demand) / Current Enrollment capacity.

**a. School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.**
**b. Objectives should emphasize fiscal health and sustainability.**

The following narrative provides an answer to Question 24.a & b. DAAE's overall financial performance objectives based on the goals and measures described above are:

1. ***Implement Organized Financial Policies and Procedures and Internal Controls***. This objective ensures that (a) the School has a sound financial basis from which to operate—record keeping, cash flow management, and a system of checks and balances required for systemic scrutiny of all financial transactions; (b) the implementation of a clear set of operating standards for the financial management of the school with consistent, organizational practices in the event of leadership or staff turnover; and (c) internal resistance to viewing the school as a business are overcome.

2. ***Comprehensive Financial Accounting System***. This objective ensures that the school adheres to sound and consistent methods for collecting and organizing financial data and serves as the backbone for solid financial analysis. The School recognizes that the Georgia Department of Education requires a specific chart of accounts for organizing school financial data and that the organization shall be in compliance with said requirements.

3. ***School and Board Level Financial Expertise***. This objective ensures that both school level financial management as well as board-level capacity are in place for the school to perform well, indicating that each is necessary but not in itself sufficient.

4. ***Consistent and Transparent School-Level Financial and Academic Reporting***. This objective ensures that the Principal works closely with the Chief Financial Officer to develop periodic financial reports to present and review key performance indicators—budget with year-to-date activities, student enrollment variance, current ratio, etc. as described in the previous goals.

5. ***Proper Accounting for In-Kind Services***. The Governance Board understands that it can be difficult to accurately capture the dollar value of in-kind support—

transportation, facilities, and student support services to name a few, as provided to the School. However, this objective ensures that the school shall develop and use appropriate industry standards and measures concerning in-kind services, as well as recognize and record them in the school's financial reports.

**c. Describe the school's plans for fiscal management; and specify how the school will manage budgets and expenditures.**

The Governance Board shall be accountable for the fiscal management and oversight of the School's resources. The Governance Board recognizes the importance of excellent fiscal management and oversight in managing public resources to achieve the mission and vision of the School. The Governance Board will be vigilant in fulfilling its responsibilities to see that funds are used wisely to achieve the purpose for which they are allocated. DAAE's fiscal management plan seeks to achieve the following:

1. Engage in thorough advance planning to develop the budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program. The Governance Board will also ensure that educational programs are reviewed on an ongoing basis.

2. Establish levels of funding which shall provide a high quality education for all students at the School and use the best available techniques and processes for budget development and management.

3. Ensure that timely and appropriate information and financial reports are provided to the Governance Board and all staff with fiscal management responsibilities, in accordance with the Governance Board's Financial Management Policy.

4. Establish and implement efficient procedures for accounting, internal controls, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

5. Ensure compliance with DCSD and GaDOE fiscal requirements and the timely reporting of appropriate financial information to DCSD, GaDOE, and to other entities as required by law.

The School has the responsibility to establish and maintain a system of internal controls in accordance with the Governance Board's Financial Management Policy. The Governance Board expects the School to put in place an internal control system with policies and procedures necessary to provide reasonable assurance that practices result in effective and efficient operations, reliable financial reporting, and compliance with applicable laws and regulations. The office of the Chief Financial Officer has the primary responsibility for internal controls, financial reporting, and compliance with applicable laws, rules and regulations. The external auditor is responsible for examining the adequacy of all internal controls related to finance and compliance and for reporting any weaknesses to the Governance Board.

The Principal shall be responsible for preparing and presenting to the Governance Board for adoption, the annual school operating budget. The Governance Board expects that the Principal shall work closely with other members of the Leadership Team, the Chief Financial Officer and the Finance Committee to assess the needs of the School and develop the School's annual operating budget.

In the event that it becomes necessary for the Principal to expend an amount greater than what was budgeted for a specific purpose, the Governance Board authorizes such expenditures up to the maximum amount listed in the Governance Board's Financial Management Policy. Any such expenditure shall be reported to the Governance Board at its next regularly scheduled meeting. In no circumstance shall the total amount spent exceed the line amount of the approved budget without prior authorization from the Governance Board.

Checks drawn on the general operating account or any special account will require the signature of the Principal and either the Governance Board's treasurer or board chairperson, who are authorized to sign only after approval of the annual operating budget by the Governance Board. All Governance Board members and School staff with fiscal responsibilities shall be bonded in accordance with the requirements set forth by the DCSD. It is the practice that employees who assist or administer any student activity account shall be bonded. Additionally, all invoices presented for payment must be accompanied with supporting documentation and approved for payment by the Principal.

The School shall maintain an inventory of all fixed assets in accordance with the Governance Board's Financial Management Policy. Fixed assets at this time include furniture and equipment. All qualifying assets shall be evaluated annually to reflect either an increase or decrease in total value. The Principal will be responsible for managing the School's fixed assets and managing the fixed assets inventory.

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The acquisition of supplies, equipment, and services shall be under the supervision of the Principal and is responsible for all phases of purchasing in accordance with the Governance Board's Financial Management Policy. The primary guideline for this responsibility is that all purchases fall within the framework of the Governance Board approved annual operating budget and be consistent with the instructional program goals of the School.

The procurement process for the acquisition of supplies, equipment, and services is done through a Request for Proposal (RFP) process in accordance to the Financial Management Policies of the Governance Board. Awards for supplies and equipment shall be made on the basis of the lowest price among responsible proposals and awards for services shall be made on the basis of best value. Through the Principal, the specification for the RFP is developed and advertised; questions are received and site visits (as necessary) are completed; proposals are received and opened; an administrative review is conducted and the most responsible offer from the proposal submissions is determined; responsiveness and responsibility of the apparent low bidder is verified and the award is made. When necessary, Governance Board's approval is obtained and the contract is issued.

All wages earned by employees will be paid through the office of the Chief Financial Officer. Payroll procedures are contingent on accurate accounting of hours worked. The process for this is established and implemented by administrative staff, under the direction of the Principal. Compensation records shall be kept through the office of the Chief Financial Officer and reflect an accurate history of the compensation and related benefits paid to each employee. The School pays salaries on a regular schedule throughout the School year. There will be no salary advances. Salary deductions are allowed within the limits of the accounting system and all such deductions, other than those required by the federal and state laws, will be deducted only upon written approval of the employee.

The Governance Board shall ensure that the books and accounts of the School are audited annually and meets the audit procedures, as prescribed by the Governmental Accounting Standards Board (GASB). The Governance Board contracts with Bennett and Moody CPAs, a certified and licensed public accounting firm in the State of Georgia to conduct its annual audit, in accordance with the Governance Board's Financial Management Policy.

**d. Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.**

## *Appendix 6-1: School Operating Budget and Cash Flow Projections*

**e. Identify the school's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.**

The School's Chief Financial Officer (CFO) holds all appropriate credentials required by the State Board of Education rule 160-4-9-.04.

## *Appendix 6-2: Chief Financial Officer Resume*

**f. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is $1 million.**

The Governance Board will be responsible for the management and oversight of the financial management of the School. The Principal, working with the Chief Financial Officer, shall be responsible for the day-to-day financial management of the School. Except as may otherwise be provided, the School has obtained and will maintain Crime and Fidelity insurance in the amount of $1,000,000 per loss subject (maximum deductible of $10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

**25. What specific actions will the school take to achieve the financial performance objectives?**

**a. Describe the financial innovations that will be implemented during the proposed charter term.**

DAAE shall implement a number of financial innovations that are both structural and process/procedure driven. The structural innovations influence, change and improve responsibilities, accountabilities, and information flow. The process/procedural innovations are expected to influence flexibility (e.g., collaboration) and quality of work (e.g., consistent financial reporting). These innovations include, but are not limited to:

- Collaborative planning among the Principal, Leadership Team, Chief Financial Officer, and the board's finance committee to prepare and present the school's annual operating budget no later than May, prior to the start of each school year.

- Implementing the Governance Board's financial management, which serves as the cornerstone of its role in directing the financial management practices of the organization.

- Outsourcing Chief Financial Officer function

Process/procedural innovations include, but are not limited to:

- Utilizing Governance Board approved financial controls to manage record keeping, cash flow management, and a system of checks and balances required for organizational scrutiny of all financial transactions.

- Any significant revisions to the budget must be brought to the Governance Board by the Principal for review and approval.

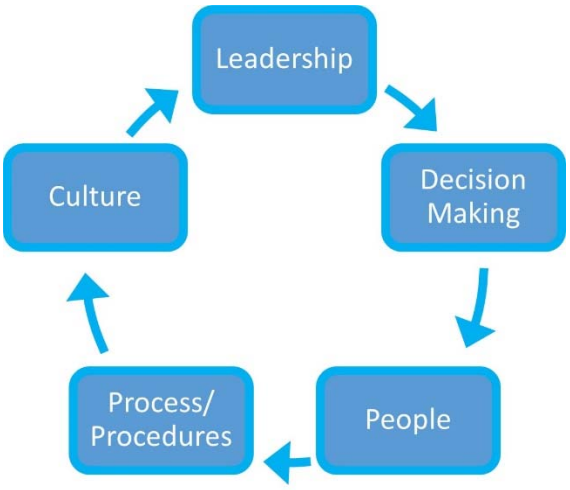
- The Principal will have some authority to enter into and sign contracts if they are not large in value or in duration, but will require board approval and the chairperson's signature (e.g., foundation or government grants).

- The Principal working with the Leadership Team and the Chief Financial Officer will develop and provide periodic financial reports to the Governance Board.

- The Principal will be responsible for all purchasing and ensures that all purchases fall within the framework of the Governance Board approved annual budget.

**b. Provide a clear explanation of how the innovations will increase financial effectiveness.**

DAAE's financial innovations–structural and process/procedure driven–will increase the school's effectiveness across five areas as illustrated in the chart below:




***Leadership***: The Governance Board will ensure the development of the school's Financial Management Policy and ensure that it is clear and well-communicated to the designated staff and board committees. The Principal working with the Chief Financial Officer shall ensure sound financial practices in implementing financial controls, budgeting, contracts, reporting and record keeping, purchasing decisions, and protection of assets to ensure that academic, organizational, and financial goals outlined in the Charter Renewal Petition Application are met.

***Decision Making***: The financial management and oversight goals described in the Charter Renewal Petition Application are prioritized and the decision making roles and accountabilities are clear for both the Governance Board and the Leadership Team.

***People***: The Governance Board completed an audit of the school's performance based on the goals outlined in the current charter agreement. They have shared and discussed the results of

this audit with the Leadership Team, the teachers and staff at the school and assert that their priorities and goals are aligned with the priorities and goals developed as a result of the audit. The Governance Board will also ensure that professional learning for teachers and staff are provided to develop the skills and capabilities they will need for the school's future success.

***Process/Procedures***: The Governance Board and the Leadership Team understand that the work of the school is accomplished through processes and procedures. The Governance Board and the Leadership Team are reviewing all financial processes/procedures to ensure that they are relevant, well-defined, and communicated to the Leadership Team and designated staff to ensure that they are as productive as possible. The school's financial processes/procedures are enabled with support and resources to offer strategies and approaches for the Leadership Team and designated staff to complete their daily work.

***Culture***. The Governance Board and Leadership Team are committed to building a culture of high student achievement and high organizational performance. The school is open and adaptable to change and will use the financial goals, measures, objectives described in this section of the Charter Renewal Application to fulfil the school's mission and vision.

**c. Describe why the innovations are appropriate for this unique school.**

The innovations described above ensures that the school delivers on its mission and vision whereby that the Governance Board delivers on its management and oversight responsibilities and the Leadership Team delivers on its academic, organizational, and financial goals described in the Charter Petition Renewal Application.

The innovations will also drive the transformation of the school from a Priority Focused school to a Rewards school leading to significant growth in graduating at-risk students from high schools, ensuring that they are college and career ready when they leave DAAE.

The innovations aim to ensure that clearly defined "jobs-to-be-done"—at both the governance board and school levels—will be done in a manner that maximizes school resources as well as the talents and expertise of board members.

The innovations ensures that the organization remains agile and able to respond to the changing needs of students and their parents, teachers and instructional practices, technology and the charter school arena, and the economic and political climate in metro Atlanta and nationwide. This way the DAAE will have the ability to grow its student population through the alignment of students needs with the school's programs and course offerings, the teaching and learning environment, and technology and other resources.

**26. Fundraising or Other Sources of Income**

**a. Please describe in detail the school's plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.**

DAAE shall procure the services of a part-time Director of Development, who researches grants from foundations and gifts from individuals that support charter schools, students who are at-risk, and education in general. The Development Director works with the Governance Board's

Marketing and Fund Raising Committee to create the School's Marketing and Fund Raising Plan. The part-time Director of Development will work with business leaders, parent volunteers, staff, and community leaders to implement the School's Marketing and Fund Raising Plan:

- Establish short-term and long-term goals for DAAE's annual fund raising program
- Develop job descriptions for key stakeholders—parents, staff, business, and community leaders—that streamline the task of implementing the annual fund, and ensures that assignments are not duplicated or overlooked
- Devise a twelve month plan for the annual fund, with detailed schedules and deadlines for each component of the program
- Identify appropriate audiences and develop a strategy to approach each audience to market the DAAE and its programs
- Determine what mix of marketing and fund raising techniques that would be appropriate—i.e., direct mail, personal solicitation, special events, etc.—to achieve the goals of the marketing and fund raising plan
- Draft materials, at least, annual including the text for all letters, brochures for inserts which may be desired, response instruments, and report forms

**b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.**

The Development Director shall develop a plan to attract Annual Fund support for DAAE from the Board, faculty/staff, current parents, and foundations. The plan will be implemented at the start of the 2016-17 school year. The tentative primary financial goal will be to raise $20,000 by the end of the school year. The School is currently operating at a surplus based on FTE revenues.

**c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.**

The Director of Development shall work on potential funding and partnership development. The following list potential funding sources:

- ***Potential Funding Sources***
  - The AFLAC Foundation
  - The Community Foundation of Greater Atlanta
  - The James M. Cox Foundation
  - Georgia Power Foundation
  - The Marcus Foundation
  - Wayne Rollins Foundation
  - Turner Foundation

- ***Potential Partnership Development Organizations***
  - Center for Education Integrating Science, Mathematics and Computing (CEISMC) Mentoring program to recruit GA Tech students with strong science, mathematics and computing background to work in our classrooms to enrich students' educational experiences and their Middle School Outreach program
  - Society of Women Engineers (SWE) to visit our classrooms to give presentations about engineering
  - Organization of Black Aerospace Professional (OBAP) to visit our school to give presentations about careers aviation and aerospace engineering
  - South Eastern Consortium of Minority Engineers (SECME) to provide teacher professional development to gain a deeper understanding of the sciences, mathematics, and technology to deliver engaging instruction, demonstrating its relevance to careers

**d. If established, provide evidence of your organization's federal tax-exempt status in the Appendix.**

## *Appendix 6-3: Federal Tax Exempt Status Letter*

**27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?**

**a. Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.**

***School Administrator***. O.C.G.A. Section 20-2-942(1.1). The school intends to employ a principal who has demonstrated leadership, business, and educational skills that fit the mission and vision of the school.

A. Designate the performance to be improved: Such flexibility in the hiring of its principal will provide the opportunity to select an individual who shall successfully implement the mission and vision of the charter. There are uncertified administrators who possess the general management and educational qualifications to adequately fulfill leadership obligations. This will give the school the flexibility for hiring a non-certified principal.

B. Describe how the charter will measure the improvement of such performance: The school will demonstrate how flexibility in hiring will help the school accomplish its mission as measured by the school's progress towards meeting its academic, organizational, and financial goals described in the charter petition renewal application.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies. The waiver does not undermine and is consistent with the intent of the law to set a standard for highly qualified public school leaders. The school will employ a principal based upon their demonstrated ability to manage a public charter school, previous academic, organizational and finance experience, and academic qualifications that are consistent with the school's mission and vision.

***Expenditure of Funds***. O.C.G.A. Section 20-2-167. The school is continuing to build and expand its program over the renewal charter term; therefore, the school wishes to waive expenditure requirements of Quality Based Education Funds. The school wishes to roll over any excess money from such funds to be used the following year to improve upon or expand educational opportunities and resources rather than return such funds to the State Treasury. By reinvesting these funds into the school, the organization will have the means to directly improve student performance and achievement in targeted academic areas. These funds will be used for assets such as increased teacher training, lab resources, the media center, classroom resources, technology, and future facility improvements.

A. Designate the Performance to be improved: In general, student achievement in all areas can be improved through the granting of this waiver and in particular areas that rely on teacher skill, classroom resources, and field work.

B. Describe how the Charter will measure the improvement of such performance. This effectiveness of surplus funds will be measured by the school's operating and five-year budgets in ***Appendix 6.1 – Five Year Budget and Cash Flow Projections*** that includes but is not limited to: technology resources, increased teacher development, reduced student-teacher ratio, and additional facilities.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations and policies: The requested waiver does not undermine and is consistent with the intent of the law to efficiently manage and spend the Quality Based Education Funds. To accomplish its mission, the school will use financial tools such as, but not limited to: budgets, cash flow statements, and annual financial audits to monitor rollover funds.

***Teacher Salary Schedules and Increases***. O.C.G.A. Section 20-2-21.1-4, and SBE Rules 160—2-.04-05. DAAE wishes to waive the state teacher salary schedules and increase requirements to ensure compensation aligns appropriately with teacher background and credentials and complements the ongoing development of the school vision and instructional goals.

A. Designate the performance to be improved: Teacher performance as demonstrated by student proficiency will be rewarded by incentives (e.g., Pay for Performance) for increased performance on high-stakes tests, student attendance, and overall student success.

B. Describe how the charter will measure the improvement of such performance: The benefit of shaping a unique compensation plan for DAAE will be measured by the achievement of its mission and instructional goals stated in the Performance Based Goals and Objectives section of this petition. Incentives can be earned based on student performance and factored based on years of service.

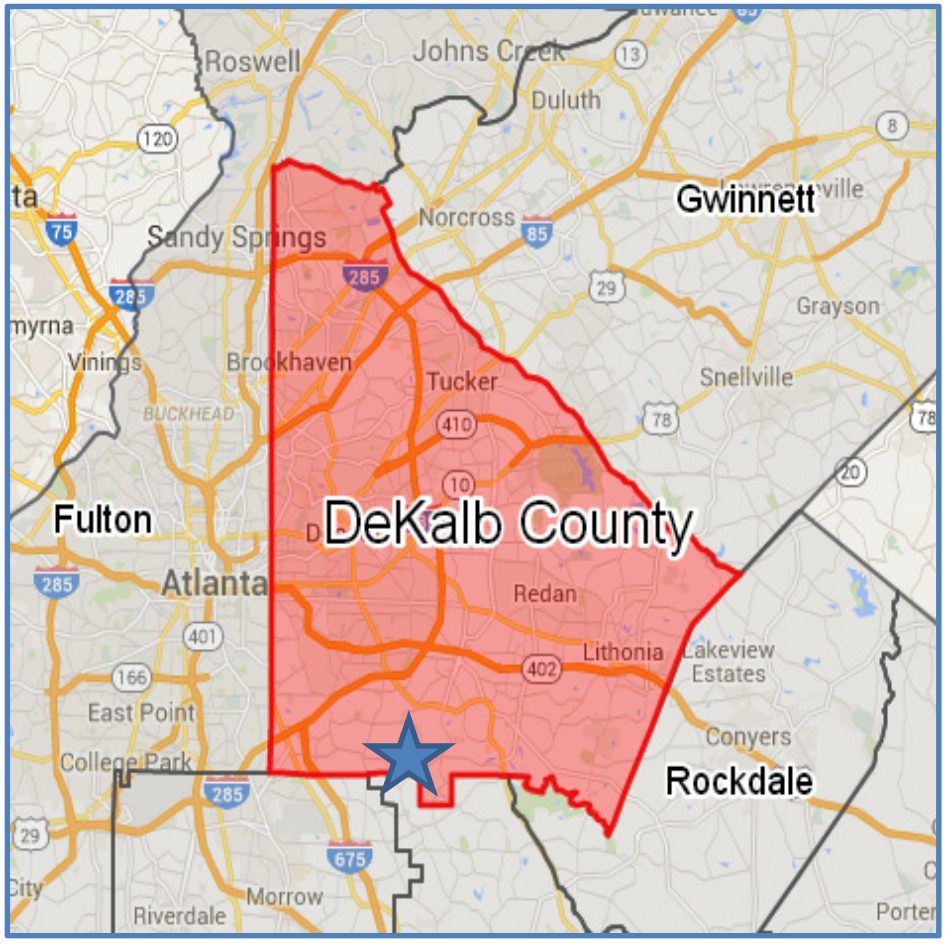
C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies. The waiver does not undermine, and is consistent with, the intent of the law and the State Board of Education regulation to establish a schedule of minimum salaries for services rendered. To accomplish its mission, DAAE will compensate its faculty base n demonstrated ability to teach high school students, their academic qualifications, experience, motivational fit, and feedback evaluations that are consistent with the school's mission to ensure increased student achievement.

## VII. STUDENT ADMISSIONS

**28. How will students be admitted to the charter school?**

**a. What is the school's attendance zone? Please describe or provide a map which indicates your targeted attendance zone.**

DAAE is located in Ellenwood, Georgia, and is part of the DeKalb County School District (DCSD). The School's attendance zone is the entire DeKalb County area, established pursuant to O.C.G.A. §20-2-2062.




*DAAE School Attendance Zone—DeKalb County, GA*

**b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.**

- **i. A sibling of a student enrolled in the start-up charter school**
- **ii. A sibling of a student enrolled in another local school designated in the charter**
- **iii. A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school**
- **iv. Students matriculating from a local school designated in the charter**

DAAE utilizes the enrollment priorities pursuant to O.C.G.A § 20-2- 2066(a)(1). Enrollment preference will be given to applicants in order of priority: (i) a sibling of a student enrolled in the School; (ii) a sibling enrolled in another local school designated in the charter; (iii) a student whose parent or guardian is a member of the Governance Board of the charter school or is a full-time teacher, professional or other employee at the charter school; and (iv) a student matriculating from a local school designated in the charter. DAAE conducts school-wide re-enrollment for each school year.

**c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:**

**i. "enrollment priorities" describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);**

**ii. "admission" describes pre-lottery processes and forms; and**

**iii. "registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.**

DAAE serves a unique student population of 14 to 21 year-olds. They are non-traditional students who are at-risk. The student population is divided into three groups and students are enrolled into these groups versus by grade level.

- **Group 1: *Individual Course Program*** - Students who wish to recover high school credits and *graduate from DAEE within the same full academic year* they enrolled in the School;

- **Group 2: *Credit Recovery Program*** - Students who wish to recover high school credits at DAAE and *reenter their home high schools* at the appropriate grade for their cohort/age group; and

- **Group 3: *High School Diploma Program*** – DAAE's 9-12 High School Diploma Program enrolls students who enter the school and will spend the *remainder of their high school experience (grades 9 through 12) at the School* and graduate with a high school diploma.

The academic goals are the same for all students even as they may find themselves in unique at-risk situations today. However, DAAE has the capability to serve non-traditional students who are at-risk in an environment that will enhance their success because the Governance Board and Leadership Team believe in the value and worth of these student. Over the five-year period of the renewal charter petition, a total of 300 (see Table on following page).

General Admission Requirements include providing: proof of 8th grade completion from an accredited institution or home school, and transcripts from accredited institutions which student previously attended. The School's admission counselors will guide each student through the registration and enrollment process and will provide with a complete overview of all program so that future students understand their options. To assist with gathering your documentation, DAAE provides the following tools: Credit Transfer Request Form, Transcript Request Form, and, Home School Policy. The following is a step-by-step description of DAAE's student admissions and registration process:

| Years | Group 1 25% | Group 2 15% | Group 3 60% | Total Students |
|---|---|---|---|---|
| **2016-17** | 56 | 34 | 135 | 225 |
| **2017-18** | 69 | 41 | 165 | 275 |
| **2018-19** | 75 | 45 | 180 | 300 |
| **2019-20** | 75 | 45 | 180 | 300 |
| **2020-21** | 75 | 45 | 180 | 300 |

- Student re-enrollment is held from 8 weeks prior to the start of each semester. During this time, the School will also accept enrollment applications from students in order of the enrollment preferences listed above.

- At the close of the re-enrollment process, the School will verify that all information provided is accurate and confirm each student's enrollment within seven days.

- The School then determines the number of unfilled seats it has open in each group level and announces open enrollment for those seats. Open enrollment occurs during the first two weeks of March and is open to all residents of DeKalb County, including students on the School's waiting list.

- At the close of the open enrollment period:
  - The School will verify each student's registration information and determine the number of students registered at each grade level within seven days of the close of open enrollment.
  - If there are more student registrations than open seats in any group level, then the School will hold a lottery for those open seats.

- If a lottery is not held then the students, whose registration information has been verified, will be invited to complete an enrollment application and turn it in to the School within two weeks. Following this two-week period, the School will accept applications for open seats on a first-come, first-serve basis until all seats are filled. After all seats are filled, a new waiting list will be created.

- If a lottery is held, then the students selected in the lottery does not complete their enrollment application within a two week period after their selection, they will forfeit their seat and students on the wait list will be invited to enroll.

- Students will be considered enrolled at the School upon receipt of the enrollment application with all supporting documents. The School will provide confirmation to students and their families, including an electronic copy of the charter agreement.

The following documents are required along with the completed enrollment application for students to enroll at the School: (1) official birth certificate; (2) proof of residence of parent or legal guardian; (3) child's immunization records and health screening (Forms 3231 and 3300);

(4) student's records from previous school (report card, school withdrawal form, discipline record); (5) proof of legal guardianship/independent student; (6) home language survey; and (7) IEP (for students with disabilities only). The student's social security number on the enrollment application is optional. Students will be able to withdraw from DAAE at any point in time and return to their locally zoned public school or any other school to which they can gain admission. Upon notification of student withdrawal, DAAE will immediately notify the appropriate local school district in which the student is zoned.

A parent, guardian, grandparent, or other person having control or charge of a student has the authority to withdraw a child from school in compliance with O.C.G.A. § 20-2-780. Such individuals, who desire to withdraw or transfer their student from DAAE, may do so at any time, without penalty, by completing a Student Withdrawal Form at the school, in accordance with SBOE Policy 160-5-1-.28. Additionally, and as required by SBOE Policy 160-5-1-.28, when a parent, guardian, or other person withdraws a student, the School shall provide proof of the student's enrollment in another school, other LEA, private school, or home study program in order to code the reason for withdrawal.

This process will be followed to document both the withdrawal and the reason for the withdrawal. The School will follow the student withdrawal guidelines of SBOE Policy 160-5-1-.28 for individual situations contained therein. The School will complete the withdrawal process using Infinite Campus and, within 24 hours, provide to the parents/guardians with the necessary documents for registering or transferring their child to another school.

**d. Describe procedures for situations if student applications for admissions exceed available space, including the following:**

For any grade level that has more confirmed registrations than available seats, a lottery has to be held so that each child will have an equal opportunity of being picked to attend the School. After the lottery is held for available seats, each additional name drawn in the lottery system will be assigned, per grade level, to an ordered waiting list. If a student from the lottery results list does not enroll (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. The waiting list will be in effect for that school year only. The School's registration, admission and lottery policies and procedures will be written and disseminated to all school and community stakeholders. If the School did not receive more confirmed registrations than available seats, then registration will continue on a first-come, first-serve basis until enrollment capacity is reached. At that time, a waiting list will be started by grade level and will be in effect for that school year only.

**i. The precise manner in which the lottery will be conducted and by whom;**

If a lottery is conducted, there will be a committee consisting of an administrator, a parent representative, and the public notary to certify the lottery results. The lottery will be open to the public and the names of students by grade level will be randomly drawn from the lottery pool. The school will not need to conduct a lottery if the number of applications received does not exceed the spaces available.

**ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.**

The lottery will be conducted as follows:

1. Within each group level (i.e., Group 1, Group 2 and Group 3), applications will be sorted according to the categories as follows:
   - Category A-Returning students
   - Category B-New applicants to whom enrollment preference applies
   - Category C-New applicants to whom enrollment preference does not apply

2. The Admissions Committee will fill spaces in the following order:
   - Students in Category A
   - Students in Category B through random lottery if capacity is exceeded
   - Students in Category C through random lottery if capacity is exceeded

3. After all available spaces in each grade level are filled, names that remain will be placed on the school's waiting list in the order of the lottery results

**e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?**

It is the School's policy that no person be denied admission to the School or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

DAAE's goal is to recruit and enroll students at the School who reflect the broad range of ethnic and socio-economic diversity that make up DeKalb County as well as provide authentic opportunities for families to become truly involved in the School so it forms a stable part of community. The School's student recruitment efforts will be implemented throughout DeKalb County with an emphasis on those students leaving the juvenile detention system and the communities of South DeKalb, particularly the Ellenwood Community where the School is located. The School's community outreach plan will include student recruitment strategies for reaching out to families to share information about the school, the curriculum, enrollment programs, personalized education, and the enrollment process. The outreach plan activities include, but are not limited to, the following:

- Hosting community meet and greets to provide parents with more in-depth information about the School, especially in high poverty, high-need communities, churches, and neighborhood centers
- Focused calling and texting campaigns to inform harder to reach families throughout DeKalb County
- Social media campaigns targeted to community stakeholders
- Forming partnerships with community-based organizations, pre-school programs, libraries, churches and houses of worship, youth organizations, etc. to disseminate information throughout DeKalb County

- Advertisement in community publications and local media outlets throughout DeKalb County
- Providing communication materials to DeKalb County School District to include in the District's School Choice publications
- Posting and distributing flyers in high-visibility areas throughout DeKalb County
- Reaching out to community businesses to promote awareness of the School
- Reaching out to post-secondary institutions to promote awareness of the School
- Hosting information tables at local community events
- Providing information on the School's website
- Hosting information nights for prospective parents several times during the school year
- Meeting with parents/guardians and other community stakeholders one-on-one at planned school visits scheduled throughout the school year
- Participate in the DCSD School Choice Program Open Enrollment Process.

**f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.**

Recruitment will also be focused through the following partnerships:

- Military recruitment centers (all branches)
- Department of Juvenile Justice, Education Department
- DeKalb DFACS
- DeKalb County High Schools
- Others

***Appendix 7-1: Student Admissions Application***

***Appendix 7-2: Student Registration Packet***

**g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.**

DAAE will follow the DCSD annual school and testing calendar.

DAAE's daily schedule by grade level will include.

***Appendix 7-3: Annual School Calendar***

***Appendix 7-4: Daily Schedule***

## VIII. FACILITIES

**29. Describe the school facility that the charter school proposes to use.**

**a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)**

DAAE is operated out of a facility that is owned by New Birth Missionary Baptist Church, which is located at: 3595 Linecrest Road, Ellenwood, Georgia 30294. This facility is being used through the term of the charter and will continue to be used for the renewal term of the charter. The School facility does not house any church activities.

The building layout of the facility contains classrooms and other academic support spaces plus administrative office space. The instructional classroom size exceeds the state minimum for classroom size. Overall, the facility is ideal for DAAE 9-12 blended learning program with boys and girls restrooms, adequate common areas with lockers, sufficient gathering spaces–– cafeteria/auditorium, and computer labs. Additionally, the facility is in compliance with all applicable zoning and building codes and meets the requirements of the Americans with Disabilities Act (ADA), as amended.

The facility has a full-size kitchen, cafeteria, five separate administrative offices, seven classrooms, and four portable classrooms. Two of the seven classrooms also serve as computer labs. The growth plan for the renewal term of the charter up to full enrollment is as follows:

| School Years | Group 1 25% | Group 2 15% | Group 3 60% | Total Students |
|---|---|---|---|---|
| **2016-17** | 56 | 34 | 135 | 225 |
| **2017-18** | 69 | 41 | 165 | 275 |
| **2018-19** | 75 | 45 | 180 | 300 |
| **2019-20** | 75 | 45 | 180 | 300 |
| **2020-21** | 75 | 45 | 180 | 300 |

We expect that this space utilization plan will accommodate DAAE's growth and expected full enrollment of 300 students by year three of the charter renewal term (***see Appendix 8-1: School Building Floor Plans***).

**b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the DeKalb County School's Facilities department.)**

- **I. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.**
- **II. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:**
  - **The scope of the work to be completed and proposed funding mechanism to cover these costs;**

- **The person(s) who will manage the project and their qualifications; and**
- **A project timeline.**

III. **If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.**

NA

**c. What is the location of the facility?**

The facility is located at 3595 Linecrest Road, Ellenwood, Georgia 30294.

**I. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.**

## *Appendix 8-2: Building Lease with Religious Organization Questionnaire*

The facility is leased from New Birth Missionary Baptist Church No church activities are held at the facility and the School does not share employees or programs with the church. There are no religious symbols, pictures or statues in the school building, classrooms, and common areas used by students. No members of the Governance Board are directly affiliated with the church and no church members' children attend the School. All marketing materials for the School clearly state that the charter school is neither operated by nor affiliated with the church.

**II. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).**

## *Appendix 8-3: Facility Lease Agreement*

**d. How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.**

The facility houses up to 150 students and it will be operating in shifts. Shift 1 begins at 8:30 am and ends at 1:30 pm and Shift 2 begins at 12:30 pm and ends at 6:00 pm. The facility will be able to accommodate 300 students at full enrollment. At the start of the 2015-16 school year, the Governance Board plans to create a Facilities Taskforce to review the school's facility options and make a recommendation to the Board by the end of the school year.

**e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a "Phase I Environmental Site Assessment." (Place these items in the Appendix.)**

## *Appendix 8-4: School Site Selection Form*

**30. Does the charter school have an MOU for the facility pending charter and facility approval?**
   **a. The MOU should include the total proposed facility cost.**
   **b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.**

NA

**31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?**
   **a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.**

## *Appendix 8-5: Certificate of Occupancy*

**32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility? Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.**
   **a. Provide the school's emergency/safety plan in the Appendix.**

DAAE acknowledges that as an independent charter school, it will develop and submit a School Safety Plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, no later than 30 days prior to the start of the school year. The School Safety Plan is developed with input from students and their families, teachers, community leaders, and district staff in consultation with the fire marshal, police chief, and other emergency management agencies.

The School Safety Plan includes thoughtful and practical strategies for preventing the growing incidence of violence in schools, responding effectively to such incidents, and for providing a safe and secure learning environment for all students, teachers, other school personnel, and visitors. The School Safety Plan is annually reviewed and revised. At the beginning of each year, students are instructed on the different response strategies within the School Safety Plan and the school community will be prepared and practiced in responding to various threats.

## *Appendix 8-6: School Safety Plan*

   **b. Describe how all local and state policies related to health and safety will be met.**

DAAE will continue to work with the DeKalb County Health Department to ensure that all mandated screenings (hearing and vision tests) are completed for all enrolled students, manage the school-based medication administration program, assure that all students' immunization records on-file are current, develop and disseminate health promotion materials, and evaluate and monitor the School's health services. The School's health-related policies ensure that: (i) students have proper immunizations and documents; (ii) students needing medication administered are provided with a medication administration form; (iii) automated external defibrillator (AED) are available and staff has been trained on how to use the device, additionally, all staff are encouraged to have cardio-pulmonary resuscitation (CPR) training in the event that the AED malfunctions; and (iv) staff are trained on reporting violent or disruptive incidents and reporting child abuse.

The School will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Federal Americans with Disabilities (ADA) access requirements and other applicable local, state, and federal fire, health and structural safety requirements and laws. The School will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The School will maintain a Certificate of Occupancy from the required government agency.

The School will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. The School is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.

## IX. STUDENT DISCIPLINE

**33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.**

**a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out- of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.**

As required by the DCSD, the School has adopted its Student Code of Conduct and follows the rules and procedures governing student discipline and dismissal therein, and where applicable. Since DAAE does not provide bus transportation, the rules regarding bus safety will not apply except when on field trips. The School will comply with all federal and state rules regarding student due process. The Student Code of Conduct will be posted on the School's website and copies will be made available to parents who do not have access to the Internet.

At DAAE, discipline is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success. The School will ensure a positive school culture and the dissemination of the Student Code of Conduct to express that the school community has rules and regulations and the individuals who enjoy those rights and privileges must also accept the corresponding responsibilities including respect for, and compliance with, school rules.

The Student Code of Conduct provides a consistent set of expectations for student behavior, reinforces positive behavior and provides students with opportunities to develop appropriate social skills, outlines the interventions and consequences for students who engage in inappropriate behavior, explains the rights of students with disabilities including procedural protections when disciplinary action is taken, and describes the rights and responsibilities of all members of the school community. The Student Code of Conduct applies to actions of the students at school, at school-sponsored and school-related activities, school-sponsored travel, and for school-related misconduct. The Code of Conduct is intended to outline a range of appropriate response for inappropriate behaviors and does not attempt to specifically address every possible infraction. However, it is important to note the following:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct shall not be used to discipline students for poor academic achievement or failure to complete assignments

- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child

- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law

The Student Handbook will address dress code expectations, the use of electronic devices, bullying, cyber-bullying, intimidation and harassment, acceptable use policy for Internet and school technology resources, attendance expectations, medication policy, visitors on campus, search and seizure, classifying discipline infractions, corrective strategies, alternatives to suspension or expulsion, suspension, expulsion, appeals processes, and discipline for students with disabilities. As required by DCSD, the School will report attendance and discipline incidents using Infinite Campus.

## *Appendix 9-1: Student Code of Conduct*

## *Appendix 9-2: Parent and Student Handbook*

**b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.**

The Individuals with Disabilities Education Act (IDEA, 2004) mandates that each child with a disability is entitled to a Free Appropriate Public Education (FAPE), including educational services, related services, and transition services. DAAE will follow the IDEA and the accompanying federal and state regulations with respect to discipline for students with disabilities. When a student with a disability is facing suspension or removal for more than 10 consecutive or cumulative days throughout the school year, the School will put measures in place to assure that the student has continued access to the general curriculum and educational opportunities.

DAAE's IEP Team will also work with parents/guardians to determine if the action will cause a change in placement by conducting a Manifestation Determination Review (MDR). If the behavior was determined to be a manifestation of the student's disability, the IEP Team and the child's parents/guardians may either modify the current IEP/BIP or agree to a change of placement. If the behavior was determined not to be a manifestation of the child's disability, then disciplinary procedures applicable to students without disabilities may be applied to the student.

## *See Appendix 4.8 – Grievience Procedure*

**c. If the school intends to require a uniform, the dress code policy should also be included.**

## *Appendix 9-3: Dress Code and Uniform Policy*

## X. OTHER INFORMATION

**34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.**

In the case of school-approved field trips, the School will contract with DCSD or a DCSD approved third-party vendor for transportation services that is in compliance with all state laws and regulations for transportation services.

Limited bus transportation to and from school will be provided and parents/guardians will be advised of such during the admissions process. DAAE contracts with the DCSD Transportation Department to provide shuttle transportation service for students from the Indian Creek MARTA station to the school and back. The procedure for obtaining MARTA Breeze cards shall be provided to parents and students. A MARTA bus stop is also located directly in front of the school.

The School will work with the Parent-Teacher-Student-Organization (PTSO) to facilitate carpools, share-a-ride, as well as identify central student pick-up locations for students who are not able to participate in car pools. By making these options available, students who are interested in attending the DAAE will have several opportunities for transportation.

**35. State whether the charter school will provide food services (including participation in the National School Lunch Program).**

**a. If food services will be provided, please describe this program briefly.**

The School participates in the Federal School Nutrition Program and adheres to the rules and regulations outlined in procedures of the Food and Nutrition Service of the USDA. All students are given the opportunity to apply for free and reduced priced meals. The Nutrition Director distributes applications to all parents at the start of each school year and monitors the application process, along with the classroom teacher, to ensure that all returned applications are submitted to the DCSD for approval. This position is funded through the Federal School Nutrition Program.

**b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.**

DAAE provides meal service for students enrolled at the School. The food is prepared offsite in accordance with state mandated nutrition guidelines at a health department approved facility. The Nutrition Director works with the food service provider to ensure that state mandated nutritional guidelines are observed. Breakfast and lunch are served daily in the school's cafeteria which meets all the health and safety guidelines for food service. Second shift students will be provided with an afternoon snack.

**36. Provide information on the school's legal representation or counsel.**

**a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?**

The Governance Board anticipates that it shall require legal services with respect to such issues that include, but not limited to, the following: student relations, employee relations, contract negotiations, and compliance with state and federal laws, regulations and policies. The Governance Board has legal counsel on retainer to address any situation that may arise during the term of the Charter. In addition, the Governance Board has allocated specific funds in the operating budget for the purpose of paying such fees for legal services rendered and has retained the services of:

Robert L. Fortson, Counsel
McGuireWoods LLP
1230 Peachtree Street, N.E, Suite 2100
Atlanta, GA 30309-3534
Tel: (404) 443-5812 | Email: rfortson@mwcllc.com

**b. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.**

Legal counsel for the Governance Board has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

**37. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas: a. General Liability; b. Errors or Omissions; c. Property/Lease Insurance; d. Auto Liability; e. Worker's Compensation; and f. Theft.**

**Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: "Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school." Please list the date by which evidence of insurance will be submitted.**

DAAE shall obtain insurance for the School in the following areas:

- ***Errors and Omissions*** – except as may otherwise be provided, the School shall obtain and maintain Educators Professional Liability Insurance (errors and omissions) in the amount of $1,000,000 per wrongful act and $3,000,000 in the annual aggregate per insured for all wrongful acts.

- ***General Liability*** – except as may otherwise be provided, the School shall obtain and maintain insurance with min. limits of $1,000,000 per occurrence with an annual aggregate of $2,000.000.

- ***Property/Lease Insurance*** – except as may otherwise be provided, the School shall obtain and maintain sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the School. The actual amount will be determined annually, if applicable.

- ***Auto Liability*** – except as may otherwise be provided, the School shall obtain and maintain business auto insurance to cover any vehicles (owned, leased, or hired) used by the school staff in performance of their school work. The actual amount will be determined annually, if applicable.

- ***Workers Compensation*** – except as may otherwise be provided, the School shall obtain and maintain workers compensation insurance in the amount of the statutory limits established by the Georgia Assembly.

- ***Theft*** – except as may otherwise be provided, the School shall obtain and maintain Crime and Fidelity insurance in the amount of $1,000,000 per lost subject (maximum deductible of $10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

Each insurance policy that DAAE is required to obtain and maintain by the DeKalb County Board of Education shall contain the following statement, "The DeKalb County Board of Education is included as an additional insured.

Destiny Achievers Academy of Excellence shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and Destiny Achievers Academy of Excellence agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities.

### *Appendix 10-1: Copies of Required Insurance Policies*

**38. Additional information that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. DCSD may request additional attachments/appendices as needed.**

All Appendixes with requested and supporting information related to the charter renewal petition application are listed following the Table of Contents.

**39. Letter of Assurances. The law requires your school provide assurances that it will do certain things and comply with certain laws. The DCSD Letter of Assurance Form enumerates these and other mandatory requirements. When you submit this form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by a duly authorized representative of the school. The Letter of Assurance Form is located at the end of this manual. The District reserves the right to add assurances, modify, or individualize this document for a petitioner, before or after the Board of Education's approval.**

### *Appendix 10-2: Assurances and Required Statements*

# Appendix 1

## 1.1 Parent Survey Instrument and Results

## 1.2 PTSO Officers

## 1.3 Parent Support and Parent Contract

## 1.4 Partnership Notice of Opportunity

# 1.1 Parent Survey Instrument and Results

# Destiny Achievers Academy of Excellence

## Parent Survey

## Fall 2014

The purpose of this survey is to find out your opinions about DAAOE. Read each statement and choose the response that most closely matches your opinion. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential and used to help us strengthen our school programs to support our students.

| Purpose and Direction | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Our school's purpose or mission statement is clearly focused on student success. | 46 | 18 | 5 | | | |
| Our school's purpose or mission statement is formally reviewed and revised with involvement from parents and staff. | 27 | 31 | 9 | 1 | 1 | |
| Our school has established goals and a plan for improving student learning. | 39 | 23 | 5 | 1 | | No Response 1 |
| Governance and Leadership | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
| Our school's governing body operates responsibily and functions effectively. | 31 | 26 | 7 | 2 | 1 | 2 |
| Our school has high expectations for all students in all classes. | 40 | 22 | 6 | | 1 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Our school communicates effectively about the school's goals and activities. | 25 | 36 | 7 | 1 | | No Response 1 |
| Our school provides opportunities for stakeholders to be involved in the school. | 24 | 24 | 16 | 1 | | 4 No Response 2 |
| Teaching and Assessing for Learning | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
| All teachers give work that challenges students. | 23 | 31 | 17 | | | |
| All teachers use a variety of teaching strategies and learning activities. | 21 | 31 | 17 | 2 | | |
| All teachers meet individual student learning needs by individualizing instruction. | 21 | 33 | 15 | 3 | | |
| All teachers help parents to understand student progress. | 23 | 24 | 18 | 2 | | 2 No Response 1 |
| All teachers keep parents and students informed regularly of how students are graded. | 19 | 22 | 18 | 8 | 2 | 2 |
| All teachers help students see a relationship between what is being taught and his/her everyday life | 20 | 32 | 10 | 4 | 1 | 2 No Response 1 |

| Resources and Support Systems | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Our school provides qualified staff members to support student learning. | 30 | 30 | 8 | | | |
| Our school provides a safe learning environment. | 35 | 23 | 11 | | | |
| Our school has up-to-date computers and technology for student use. | 23 | 27 | 11 | 3 | 2 | No Response 2 |
| Our school provides students with access to a variety of information resources to support learning. | 26 | 32 | 9 | 2 | | |
| Our school provides excellent support services (counseling and career planning) | 24 | 25 | 14 | 4 | | No Response 1 |
| Our school ensures that the facilities support student learning. | 25 | 30 | 11 | | 1 | 1 |
| Our school ensures the effective use of financial resources. | 16 | 24 | 19 | 2 | | 1 No Response 2 |
| Our School ensures that instructional time is protected and interruptions are minimized. | 29 | 29 | 9 | 1 | 1 | |

| Using Results for Continuous Improvement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Our school ensures that all staff members monitor and report the achievement of school goals. | 27 | 27 | 13 | | | 3 |
| Our school prepares students for success in the next school year. | 26 | 30 | 13 | | | |
| Our school's administrators and teachers collect, analyze, monitor and inform parents of students' learning progress. | 29 | 25 | 13 | 3 | | |

Open Ended Questions:

What do you like best about our school?

The mission statement

The teachers are on point. They call and keep you informed. They don't wait until the last minute.

It helps the students improve their grades and succeed in their education.

The small learning environment being able to get to know each student by name and face. Knowing they have a-go-to person when they have doubt about learning ability.

It has classes that are smaller setting which allows my son to get what he needs when he does not understand assignments given to him. It is a also in my community very accessible to myself and family.

Strict with wearing uniforms. Teachers /staff are approachable, small population of students and teachers seem to want the students to succeed.

Smaller class size, more credit hours

The structure and the accountability on the students' part.

The size of the classrooms.

It's close to home.

No one can come in and out

Dress code

I like the smaller class sizes and the one-on-one time my child could receive if he applies himself.

The uniforms

I have a chance to have one on one with the staff anytime that is needed.

Teachers and the time they spend with the students

The increased credits for less time in the school's environment

I have a chance to have contact w/administration staff, one on one type and same day contact

Small class size and the attention that is given to each student

I like the fact my child gets what she needs to be successful.

The way each child is given a chance to advance

Teacher teaching and concern for students

You are well organized

I like that Destiny offers more credits a semester and have shorter classes

I like the idea that Destiny Academy ensures a quality of excellence learning

The teachers and staff

That it is focus on learning and achieving. That is a smaller body of children.

How the students can take 2 major courses in 9 weeks.

The staff

The small setting and the extra attention the students get

We like the small class size for each student to learn.

The extra help that's provide for the children

Teachers are concerned about my child's education and are willing to take the proper steps to ensure she understands her assignments. Family oriented relationship with students.

Dr. Maxwell!

Doubled Credits

The great opportunity it gives for all students a chance

The academic achievement and goals

They have friendly staff members

The close knit foundation that keeps students on task.

The opportunity for them to graduate

The class sizes

I think it's a great program

How everything is moving so fast.

We all work together

It is designed for y child to learn at steady pace

Teachers

All administrators and teachers are opened up and be involved with the students

The classes are smaller, also students are able to earn more credits to graduate

Good teaching

What I like more about Destiny is it helps you graduate early and the work is easy

The classroom classes are small that gives the teacher more time to spend with the stuents.

I like about Destiny Academy is my child have the opportunity to learn with a small class setting as well I see a growth in her achievements.

I like that the students have a chance to get extra credits

The teachers and staff. Each day they show up to do their best to make a difference in a young person's future. Clean bathrooms

Small classroom size and uniforms

What I like best is it's not a lot of students in one class so that my child could get one on one with the teacher and they all get along together and they get more.

Small size

Dress code and phone check-in

Leadership and Discipline

How caring the staff is

It's for the benefit of the students

Small class size, willingness to help students pull up grades, acquire credits and meet goals, uniforms, no telephones

Small classes and the interaction between the students and staff

What do you like least about our school?

I know there are rules to follow the way some of the kids are disciplined the food served in the cafeteria

No extracurricular activities

Some of the minor rules

More activities for the kids

No activities

No control over students

The only thing is that they don't have a bus for each area, also the two disagree I checked maybe because I don't get a chance to talk to the teacher is because I have my husband at work at 5 p.m. so I only have time to pick him up.

Meals with outdated products that would not be allowed t be sold in a store or used in a restaurant.

I don't like that we don't have a gym

The least that I do not like, my child comes home daily complains about some of her teachers, not all read only from the book, which she can read herself. They don't show examples, nor try to make her understand something need to be done about that matter

I don't like how the school is so strict on the uniform policy for the students but the staff wears inappropriate clothes in the classroom

The school day

No street jackets

Not one thing, I absolutely love this school

Lunch

No bus transportation by DeKalb County Schools

The lunch provided

The food

My child dislikes the food

Nothing right now

The lunch that ya'll are giving

You're perfect

Some of the minor rules

Nothing

Nothing yet

Parking for student pick-up

Students come to school

It has no activities and the uniform

Nothing

Too small

Just the attendance policy, when being picked up early and the cell phone policy if caught you could be expelled

How some rules change without parents being told

Least that I like about this school is that we cannot wear what we want to wear

No complaints as of yet, very impressed!!

The school seems a bit out of date. It needs to have more current materials in order for students to get the best education

No buses

They need more investments

Disrespectful children

Nothing

Nothing, I must say the school has met all my expectations

I feel that if there is an altercation between kids it should be resolved first by the school before call police. Schools should not call police unless the situation warrants its.

Need emails for parents to communicate back and forth with teachers; during PT conferences all teachers didn't have emails. No gym

The times of PTA and parent meetings being that I can never attend due to normal 8-5 work hours. Meetings are too early. After 6 p.m. would be better for traditional parents work hours.

Child has only been enrolled for 3 weeks. I don't have anything that I dislike or like least at this time.

The disrespectful students

When I call and leave messages no one returns my call.

Actual school needs updating

Some teachers aren't good at explain their work as others are

Nothing

That the child cannot keep the cell phones during the day

The PE class needs more space

One instructor is rude to staff, teachers and students

Many students seem disengaged, unmotivated to work hard to succeed, lack of respect towards teachers, staff, peers and themselves.

Please list at least one suggestion you would like to offer to improve our school?

More involvement with the district

Make it mandatory that parents attend at least 3 PTA meetings per year

After school learning to enhance the students learning if they are failing or need extra help

Parent night out with all the parents to interact with one another

Better internet service and maybe transportation for students that are in the community but still have a distance to walk

Raise money for a gym and more classrooms

I ask for progress reports before the progress reports

Change parent teacher and PTA meeting time for 8-5 parents

Destiny Ac

Not sure, our first year

Satisfied at this time

ROTC and Sports

That all disrespectful students get put out

Return Phone Calls

Diversity

Everything is going well now I'll just say that I hope everything you guys teach leads to success

Facelift and a bigger sign

Be less strict on cell phones and focus more on learning

Just keep doing what you're doing which is a good job. My daughter is great so far. Thanks

More activities for the students

Different after school activities for the children

Prayer back in to school

Better Lunch

More tutorials

Bus service to pick students up from home

My son has not been attending long enough. Right now I am very pleased.

Better communication when changes are made during the school year.

More tutorials

Transportation

So far I think they are doing a good job

Weekly emails/progress reports

New paint job! The school should look more welcoming

School bus pickups and drop offs

Tutoring

More sports or activities

Get better lunch

Nothing now

Dress down day is enjoyable when deserved

Better breakfast and lunch

More variety in uniforms. Colors to include blue uniform pants, should be 3 pants colors and 3 shirt colors and 2 jacket colors

Be more organized

Better lunch, more athletic programs

I think there should be more one on one conferences with the parent and teachers

To get teachers who know how to teach our kids not read only from the book

We should work on creating a gym

No comment

I don't have a suggestion. I like my child's school. There is no problem with the kids. He is learning more, if he keeps his mouth close and they work with you. Thanks very much.

Better monitoring

Extra-curricular activities

A gym

Get the kids to be able to wear no uniforms on Fridays

I like the school a great environment for my child few distractions

Transportation is something that needs to be put in place

Chess or Debate Team(stimulates the mind). Each student completes a service project each year or semester(cultivates respect and empathy for others) Microsoft IT Academy. Partner with schools that offer programs not offered at school (i.e. ProStart). Apprenticeship Program, Mandatory self-esteem & manners program

Consider peer tutors, group tutoring and 1:1 tutoring

Thank you for taking the time to complete and return this survey!

# 1.2 PTSO Officers

# PTSO OFFICERS 2014-2015
## School: Destiny Achievers Academy of Excellence Charter High
## PTSO

| Name | Office | Address | Day/Evening Telephone # | Fax # | E-mail |
|---|---|---|---|---|---|
| Annette Howell | President | | | | |
| Rick Champion<br><br>La'Tonja Cojoe | Co Vice-Presidents | | | | |
| Shelia Jones | Treasurer. | | | | |
| Fred Steed | | | | | |

# 1.3 Parent Support and Parent Contract

***DESTINY ACADEMY OF EXCELLENCE***
***PARENT INVOLVEMENT CONTRACT***

Destiny Academy of Excellence
3595 Linecrest Road
Ellenwood, Georgia 30294
404-328-898
Clarence Callaway, Principal

Parent Name Andrea Williams-Brown
Address [redacted]
Stone
Pho
(W)

The Staff and parents at Destiny Academy of Excellence have high expectations of themselves and the students at the schools. I understand that when family and school work together to support learning, student have higher self-esteem, achieve more academically and develop positive attitudes. As a parent, I understand that I am my child's greatest influence. Parental involvement is a requirement for student enrollment in Destiny Academy of Excellence.

As parent/guardian of Ciera, I pledge to do the following:

1. Actively support Destiny Academy by attending meetings and other sponsored events.
2. Sign the parent volunteer contract committing to 8 hours per semester, per family; in volunteer services for a total of 16 hours per year.
3. Strictly enforce students' attendance and punctuality, as defined in the Student Rights and Responsibilities Handbook and the local student/parent handbook. All students must be in the classroom by 8:30 to begin instruction.
4. Strictly enforce the established uniform dress code required of all students.
5. Encourage a minimum a 15-30 minutes of daily reading.
6. Support the daily class work and homework requirements, ensuring completion to the best of my students' ability.
7. I will attend Title 1 workshops.
8. Strictly enforce the school's student conduct codes and policies.
9. Attend in-school parent/teacher conferences to discuss my child's progress.
10. Support the mandatory after-school tutorial program when recommended by Destiny Academy staff.
11. Support instructional counseling for student development.
12. Submit updated student information (new address, phone number, etc.) within seven working days.
13. Check in at the main office upon entering the building as required by law to ensure the safety of all children.

- **I understand that one of the conditions for continued enrollment is the completion of the Parent Involvement contract. I further understand that if the conditions of this contract are not fulfilled, the student will not be permitted to register for the following school year.**

Andrea Williams-Brown
Parent/Guardian Signature

4/29/11
Date

August 6, 2015

Georgia Charter School

Renewal Committee

Atlanta, Georgia

Dear Committee,

I am submitting this letter of support as a testimonial of the outstanding academic support that was rendered to my nephew, [redacted], as he matriculated and earned his High School Diploma in May 2015 from Destiny Achievers Academy of Excellence. With the guidance and direction in both his academic studies as well as his social relationships, he avoided several situations that would have had a negative impact on his future.

The patience and dedication that [redacted] received from of all the teachers, counselors, and administrators, valued him as a gifted and talented person. As a result, this most needed encouragement, guidance and persistence helped to awaken him to get back on the road of achievement.

Presently, [redacted] is a freshman at Georgia Military College in Milledgeville, Georgia. He will be the first in his immediate family to attend college.

I fully endorse Destiny Achievers Academy of Excellence's petition for renewal for 2016-2021. Albert Einstein a famous teacher quoted: "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Partners in Education

Mary Joyce Robinson

Dr. Mary Joyce Robinson (retired)

August 7, 2015

To the DeKalb County School District and State of Georgia Charter Schools Office,

My son was diagnosed with Attention Deficit Disorder and was failing in the traditional high school setting. His class consisted of 35 to 40 students and sometimes a brand new teacher with very little to no classroom management skills. For this reason and more, we needed a change and needed it quickly. His counselor recommended Destiny Achievers Academy of Excellence. I was very interested in making sure that my son is successful and that he graduates from high school. After enrolling in Destiny, I noticed a change in his level of confidence that eventually affected his grades. He began to pass all of his classes. In short, Destiny is the reason my son went on to achieve a high school diploma, otherwise it most likely would not have happened.

The leadership, faculty, and support staff make up a family that supports each family member. This school is definitely needed in this community.

My wish is that Destiny Achievers Academy of Excellence stays open. I, without any reservation, support its Charter Renewal Petition for 2016-2021.

Sincerely,

August 6, 2015

To the DeKalb County School District and State of Georgia Charter Schools Office,

Two of our children just graduated in May 2015 from Destiny Achievers Academy of Excellence. The school served each of them for three years. Our son was one of the student speakers at the graduation. Our daughter returned to Destiny after briefly attending another school during her pregnancy because she wanted to graduate from this school. She said that the faculty and staff at Destiny really cared about her. We have another daughter that will start going to Destiny this year. We told our cousins about the school and now two of them attend the school.

Another thing we really like about the school is that it is in our neighborhood. We take pride in the fact that our children have a chance to go to a smaller high school in the community.

We want Destiny to stay open and support their Charter Renewal Petition for 2016-2021.

Sincerely,

The Jackson Family

August 6, 2015

To the DeKalb County School District and State of Georgia Charter Schools Office,

My child attends Destiny Achievers Academy of Excellence. I have found the teachers and staff to be very supportive of his efforts to regain the ability to succeed in school. My son was a failing student in the traditional public high school setting. He has experienced greater success at Destiny and is back on track to graduate with his peers.

I appreciate the open access by the administrators in helping me understand my child's academy progress and working with our family to ensure his success. I fully support the school's Charter Renewal Petition for the 2016-2021 school years. My son will graduate in 2017 and I want to assure that the school will continue to serve him through his graduation. Destiny is needed not only for my son, but for other students like him.

Sincerely,

Dr. Charles K. Maxwell
Destiny Achievers Academy
3595 Linecrest Road
Ellenwood, Georgia 30294

Dear Dr. Maxwell,

I want to thank you for listening to my concerns about , my grandson who had lost interest in school at Lakeside High School. He was skipping and failing classes. I called you on a Sunday afternoon and asked if could attend Destiny. Without hesitation, you enrolled him at Destiny. was a little reluctant leaving Lakeside and coming to Destiny. He felt that he would not fit in and be accepted by the students. We bought his first uniform and got him ready for his first day of school. After one semester, we saw wonderful changes in his attitude about school.

grew into an honest, considerate, hardworking young man and we know that we have Destiny to thank. The one-to-one attention that received from Mrs. Strong and Dr. Shaw has made him confident in his abilities and sparked his interest in science and mathematics. He scored a 98 on the Language Arts EOC. He discovered that the students were very supportive and made him feel apart of the Destiny family. Being at Destiny taught the value of discipline and teamwork, traits that will serve him well throughout the rest of his life.

More than anything else, I would like to thank you for selecting him to serve as a school ambassador and giving him the opportunity to attend Saturday classes for male students. Every day he would arrive home with tales of mad scientist experiments, fantastic fiction books and challenging math word problems that he will remember for the rest of his life. Destiny is a school with a very supportive staff that focuses on giving each student the best education possible, and your leadership provided with just that.

We fully support DAAOE's Charter Renewal Petition for 2016-2021.

Sincerely,

# 1.4 Partnership Notice of Opportunity

# Appendix 2

## 2.1 CCRPI High School Indicators

## 2.2 Content Area Achievement Chart

# 2.1 CCRPI High School Indicators

# 2015 CCRPI Indicators

**2014-2015 School Year**

- Indicators displayed in black are benchmarked at 100%.
- Indicators displayed in green will be benchmarked at the 95th percentile based on state level data.
    - Middle School and Elementary School indicator #6 will be benchmarked at 65%





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Dr. John D. Barge, State School Superintendent
"Making Education Work for All of Georgia's Students"

# 2015 College and Career Ready Performance Index, High School, Grades 9 - 12

Destiny Achievers Academy of Excellence

## CONTENT MASTERY

1. Percent of students scoring at proficient or higher on the Georgia Milestones Ninth Grade Literature (required participation rate ≥ 95%)
2. Percent of students scoring at proficient or higher on the Georgia Milestones American Literature (required participation rate ≥ 95%)
3. Percent of students scoring at proficient or higher on the Georgia Milestones Coordinate Algebra (required participation rate ≥ 95%)
4. Percent of students scoring at proficient or higher on the Georgia Milestones Analytic Geometry (required participation rate ≥ 95%)
5. Percent of students scoring at proficient or higher on the Georgia Milestones Physical Science (required participation rate ≥ 95%)
6. Percent of students scoring at proficient or higher on the Georgia Milestones Biology (required participation rate ≥ 95%)
7. Percent of students scoring at proficient or higher on the Georgia Milestones US History (required participation rate ≥ 95%)
8. Percent of students scoring at proficient or higher on the Georgia Milestones Economics (required participation rate ≥ 95%)

## POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment) or an IB Career-Related Certificate
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature
15. Percent of students scoring at the highest performance level on all Georgia Milestones
16. Percent of students missing fewer than 6 days of school

Page A2-4

## GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)

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# *Exceeding the Bar Indicators*



In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at proficient or higher on all required Georgia Milestones
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at proficient or higher on all required Georgia Milestones
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language
8. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
9. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.



**To be included after statewide implementation:**

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

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# 2.2 Content Area Achievement Chart

## Content Area Improvement Chart

| Content Area | 2014 DAAE Score | 2015 DAAE Goal | 2016 DAAE Goal | 2017 DAAE Goal | 2018 DAAE Goal | 2019 DAAE Goal | 2020 DAAE Goal | 2021 DAAE Goal |
|---|---|---|---|---|---|---|---|---|
| 9th Grade Lit | 63.6 | 82.8 | 90.0 | 91.5 | 92 | 95 | 95 | 95 |
| **State Performance Target for Proficiency Rates for All Students** | 86.7% | 88.1% | 89.6% | 91.1% | *Not Available (NA)* | *NA* | *NA* | *NA* |
| American Lit | 67.7 | 88.1 | 89.6 | 91.1 | 94 | 96 | 98 | 98 |
| State Target | 90.8 | 91.8 | 92.8 | 93.9 | *NA* | *NA* | *NA* | *NA* |
| Coordinate Algebra | Too few | 40.8 | 50.7 | 60.8 | 69 | 72 | 75 | 78 |
| State Target | 45.1 | 53.0 | 60.8 | 68.7 | *NA* | *NA* | *NA* | *NA* |
| Analytic Geometry | Too few | 36.5 | 49.2 | 61.9 | 71 | 73 | 76 | 80 |
| State Target | 40.3 | 50.3 | 60.2 | 70.2 | NA | NA | NA | NA |
| Physical Science | 51.0 | 75.5 | 78.5 | 81.6 | 88 | 91 | 94 | 98 |
| State Target | 81.3 | 83.3 | 85.4 | 87.5 | NA | NA | NA | NA |
| Biology | 27.5 | 69.5 | 73.3 | 77.2 | 85 | 88 | 91 | 94 |
| State Target | 77.0 | 79.5 | 82.1 | 84.7 | NA | NA | NA | NA |
| US History | 24.6 | 67,5 | 71.5 | 75.6 | 83 | 86 | 90 | 95 |
| State Target | 73.8 | 76.7 | 79.6 | 82.5 | NA | NA | NA | NA |
| Economics | 16.7 | 73.7 | 77.0 | 80.3 | 87 | 90 | 93 | 95 |
| State Target | 79.5 | 81.8 | 84.1 | 86.4 | NA | NA | NA | NA |

DESTINY ACHIEVERS
ACADEMY OF EXCELLENCE
• Home of the Eagles •

**Ben C. Jakes**, *Executive Director*
**Dr. Charles K. Maxwell**, *Principal* **Mrs. Tyra M. Simon**, *Assistant Principal*

Destiny Achievers Academy of Excellence Business and Community Partners Notice of Opportunity

The vision of Destiny Achievers Academy of Excellence is to ensure that graduates enter post-secondary studies and the workforce prepared to succeed. Our mission is to provide students with a supportive environment. An opportunity to support Destiny Achievers Academy of Excellence in achieving its vision and mission exists for businesses and community organizations. Through this notice, your business or community organization has an opportunity to identify ways to support us. Please identify ways that you would like to support us and a contact person for exploring and executing these possible initiatives. We appreciate your efforts to assist our school in achieving our goals and creating citizens ready for success in the 21st century.

Business/Community Member/Organization_____

Contact
Person(s)_____

Address_____
_____
_____

Email Address_____

Phone _____

Opportunities provided by business/community member or organization:

_____
_____
_____
_____
_____
_____
_____

Destiny Achievers Academy of Excellence will recognize receipt of these donations or support through thank you letters or other forms of public acknowledgement.

Contact Person_____ Title_____
Contact Phone _____Email Address_____

# DESTINY ACHIEVERS
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Business/Community Member/Organization R. Johnson Community Services, Inc

Contact Person(s) Reginald Johnson

Address ___

Email Addr

Phone ___

Opportunities provided by business/community member or organization:

1) Scholarships
2) Mentoring
3) Physical Fitness Activities
4) Game Tickets
5) Tours (Educational)
6) Public Speaking
7) Community Involvement Projects
8) Annual Parade Participation

Destiny Achievers Academy of Excellence will recognize receipt of these donations or support through thank you letters or other forms of public acknowledgement.

Partner's Signature Reginald Johnson

Contact Person _____ Title ___

Contact Phone _____ Email Address _____

I support the Charter Renewal Petition for 2016-2021



Reginald Johnson 08-4-15

Destiny Ac

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Business/Community Member/Organization US Army

Contact Person(s) Sergeant Bostic

Address

Email Ad

Phone

Opportunities provided by business/community member or organization:

Assist w career guidance, mentor, ETC

Destiny Achievers Academy of Excellence will recognize receipt of these donations or support through thank you letters or other forms of public acknowledgement.

Partner Contact Person Otis Bostic Title US Army Recruiter

School Contact Person Charles K. Maxwell Title ES LEADER

3595 Linecrest Road – Ellenwood, GA 30294 – Tel: 404.328.0898 – Fax: 404.328.1294

Destiny Ac

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Business/Community Member/Organization Wesley Chapel-William C. Brown Library

Contact Person(s) _____

Address_ _____

_____

_____

Email Ad _____

Phone _____

Opportunities provided by business/community member or organization:

- Library Card Sign-Up
- PTSA Visits
- Assistance with Students Materials & Reference Assistance

Destiny Achievers Academy of Excellence will recognize receipt of these donations or support through thank you letters or other forms of public acknowledgement.

Partner Contact Person [signature] Title Branch Manager

School Contact Person [signature] Title ED. LEADER

Destiny Ac

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Business/Community Member/Organization US Army

Contact Person(s) Sergeant Bostic

Address

Email Ad

Phone

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Business/Community Member/Organization Wesley Chapel-William C. Brown Library

Contact Person(s) _____

Address_ _____

_____ _____

_____ _____

Email Ad _____

Phone _____

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- Library Card Sign-Up
- PTSA Visits
- Assistance with Students Materials & Reference Assistance

Destiny Achievers Academy of Excellence will recognize receipt of these donations or support through thank you letters or other forms of public acknowledgement.

Partner Contact Person [signature] Title Branch Manager
School Contact Person [signature] Title ED. LEADER

# Appendix 3

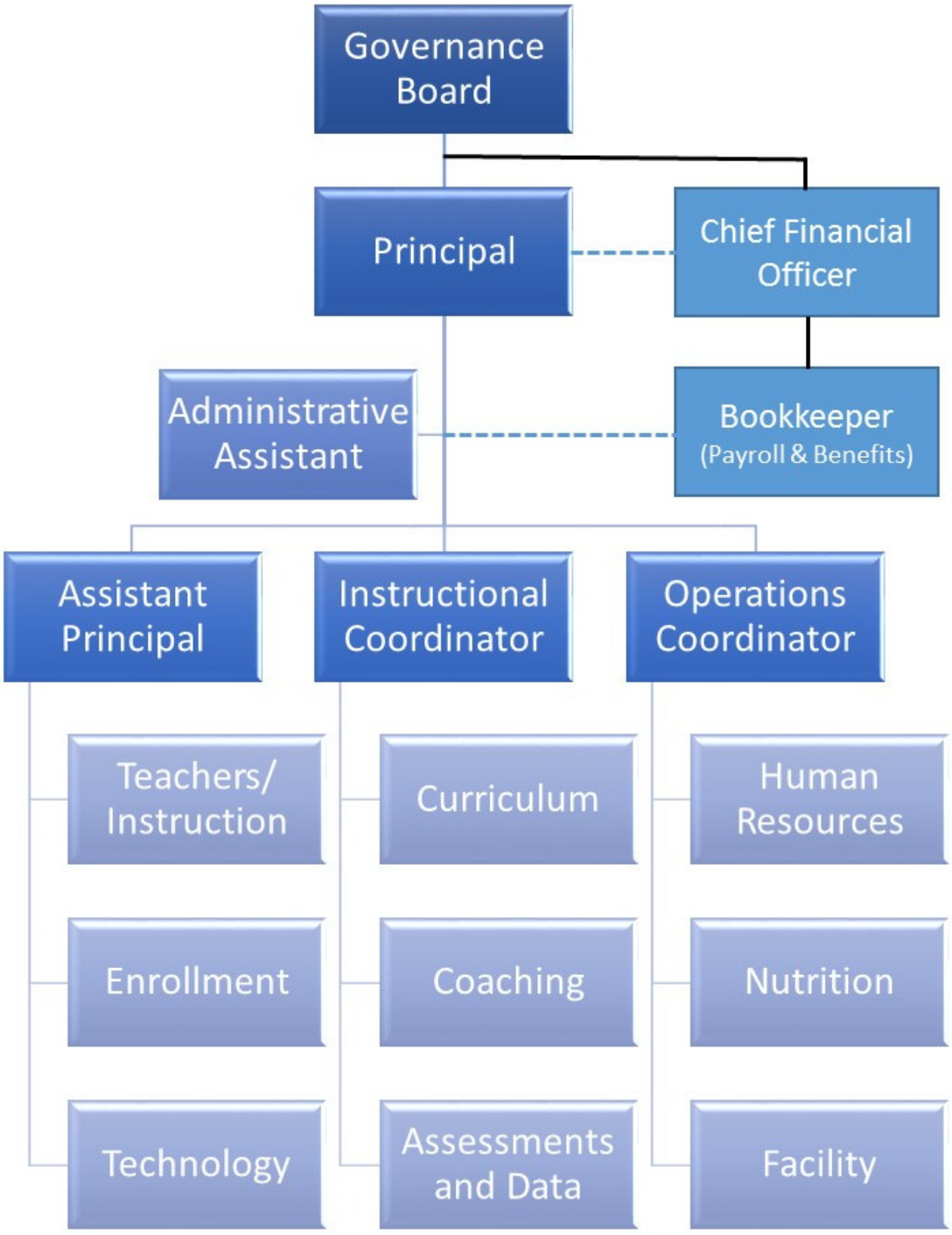
## 3.1 School Organization Chart

## 3.2 Leadership Team Job Descriptions

## 3.3 Staff Handbook

# 3.1 School Organization Chart

Appendix 3.1—School Organizational Chart by Function



# 3.2 Leadership Team Job Descriptions

# Principal

Given the particular characteristics of the school, it will require a leader with a special combination of experience, attributes, and qualifications. The Lead Applicant is the proposed Principal.

The Principal is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the charter school. He or she organizes, administers, supervises and evaluates all aspects of the STEM and Leadership school design within the charter school and the greater school community. The Principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The Principal is responsible for planning improvements that directly addresses: Student Achievement, the STEM and Leadership School Design, the school's Financial Management, Customer Satisfaction (of teachers, students, and parents), and Operational Excellence (factors like student attendance and teacher turnover that directly affect a school's ability to produce results).

Achievement outcomes in these areas require strong leadership. The Governing Board views leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture. Accordingly, the performance standards for the Principal are listed below.

**Responsibilities of the Principal (Including but not limited to):**

***As Instructional Leader:***

- Set standards for student achievement;
- Provide leadership, direction and support to the implementation of the school's instructional and program;
- Provide instructional leadership in advancing proven teaching and learning practices;
- Provide leadership in the formulation and annual adjustment of the school's instructional program;
- Observe – and ensure that teachers observe – instruction regularly;
- Monitor – and ensure that teachers monitor – student growth and achievement;
- Support the development of a network of student support systems;
- Supervise and evaluate staff to ensure quality instruction and student achievement;
- Support and monitor the professional development plans of lead teachers and the Director of Instruction to continuously improve instruction; and
- Ensure that continuous improvement is guided by student academic standards, school performance standards and concrete data from the school, state, and local assessments.

***As site based manager:***

- Develop and manage the school budget;
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories and office operations;
- Maintain complete and accurate records of the entire school program;
- Manage student recruitment and enrollment process;
- Recruit, select and hire school staff, including teachers and school-based support staff;
- Continually monitor progress on all measures of school and staff performance;
- Work with lead teachers and professional development specialists to address team needs;
- Ensure a safe and orderly environment;
- Ensure compliance with federal, state and local regulations and policies (unless otherwise waived);
- Establish and maintain close working relationship with the local board of education; and
- Complete and publicly present the school's annual progress report to the school's stakeholders.

***As builder of school culture:***

- Communicate the vision that supports the school's goals and articulate the school's values and model those values;
- Develop a plan for achieving the school's vision; achieve a common understanding with the community;
- Seek feedback on the progress of the school;
- Serve as a spokesperson for the school in the community and elsewhere;
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence;
- Engage parents and community in planning and implementing programs, including community use of the school site;
- Manage and facilitate group planning and program-review sessions;
- Build on the strengths of staff; recognize improvement;
- Support and monitor the development of all staff and implementation of program improvements; and
- Provide leadership to the board and the school leadership team.

***Expectations of the Principal***

- Be accountable for students' overall academic performance;
- Manage school revenues and expenses to stay within agreed upon budget;
- Be available to parents, students and staff after class, at night or on weekends;
- Maintain work hours extending beyond school hours for other duties, such as staff meetings, etc.;
- Maintain professional standards and a school environment that is productive, safe and focused;
- Participate in STEM and Leadership individual professional development; and
- Participate in events aimed at promoting or developing Leadership Prep T&E.

***Experience Requirements***

- Substantial teaching and administrative experience
- Experience working in an urban school setting
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills in English

***Education & Qualification Requirements:***

- Relevant Master's degree or equivalent
- STEM and Leadership training and/or extensive experience in a working in a STEM and Leadership environment
- A passion for improving urban schools and driving education reform

# Assistant Principal

The Assistant Principal is responsible for developing and implementing both near-term and long-term plans for the teaching and learning function at the school. Additionally, this individual will coordinate, define and communicate integrated plans for growth and development of all teaching and learning aspects of the school. The Assistant Principal is a member of the site's leadership team, and has close day-to-day interaction with and reporting responsibility to the Principal. This is a year round position.

**Main Responsibilities:**

- Develop and implement educational activities both strategic and operational, including the metrics to track and evaluate progress
- Ensure school compliance with state Department of Education, DeKalb County School District, accreditation, and regulations and policies relating to charter schools
- Research and identify trends and needs and establish program directions accordingly.
- Work with the leadership team and with input from the teaching staff, assess the quality of the school's programming. Modify existing programs or create new programs offerings to enhance the school's upward-trending record of for student achievement
- Set and communicate program priorities and performance standards and assess operations using these criteria.
- Monitors attrition and assists with issues relating to retention.
- Coordinate strategies with leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure the school maintain satisfactory academic progress in the areas of attendance, grades, and graduation
- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Establish and maintain compliance with academic policy and procedure
- This position in collaboration with the Executive Director/Principal, will oversee;
    - Faculty recruitment
    - Orientation
    - Course development
    - Management (including professional development and evaluation and curriculum implementation)

***Key Behavioral Competencies:***

- Developing Others;
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results;
- Helps others to secure resources and provides guidance in decision making and problem solving;
- Courageous Leadership;
- Addresses difficult issues; puts self on line to deal with important problems; stands firm when necessary;

- Analyzes reasons behind results, takes action to address failures and seeks to improve outcomes;
- Fosters collaboration;
- Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships; and
- Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts.

***Background:***

- Ph.D. or Ed.D. in a field of education and teaching experience required
- Appropriate teacher/administrator certification(s) required
- STEM and Leadership training and/or extensive experience in a STEM content areas as well as Leadership Development
- A passion for improving urban schools and driving education reform
- Five or more years of management or supervisory experience in an education department
- Experience in a proprietary college a plus
- Orientation toward results
- Ability to multi-task in a fast paced environment
- An ongoing customer focus
- The highest levels of integrity at all times

# Instructional Coordinator Job Description

**JOB GOAL:** This position is responsible for ensuring a quality education for every student by providing leadership in the ongoing development, improvement and evaluation of curriculum, instructional pedagogy, and use of student data for the improvement of student outcomes. This included the developing knowledge, skills and abilities of collaborative instructional teams to effectively implement the priorities of the school, providing differentiated support to students, monitoring efforts to improve instruction to teaching staff and ensuring that implementation of training methodology and use of technology and other skill sets is implemented in a way that supports measurable student outcomes and student success. This is also responsible for evaluation of the teaching staff using the TKES evaluation instrument.

## Responsibilities:

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management;
- Responsible for coaching/training teachers on instructional delivery and methods;
- Assist Assistant Principal in developing and planning staff development programming, supervising and evaluation teaching and non-teaching staff;
- Responsible for managing student data systems as it relates to student academic assessment measures;
- Assist in administration of scheduling and standardized assessments;
- Assist Principal and Assistant Principal in the development of school created assessments and the monitoring of same;
- Serve as liaison to education partners and facilitate student support and program entrance, including test taking preparation and clearances; also support Assistant Principal with the Extra-Curricular student activities.
- Assist in making formal reports to the Governance Board and the Charter School entities on student academic performance.

**KNOWLEDGE, SKILLS, & ABILITIES:**

- Ability to communicate effectively with a variety of audiences in written and oral form using positive interpersonal skills.
- Ability to employ effective coaching and facilitation skills to lead teacher teams to plan for and respond to learning across content areas.
- Ability to reflect and apply knowledge from current research on best practices for improving students' achievement.
- Ability to work collaboratively with others and facilitate groups to consensus.
- Knowledge and understanding of the Common Core State Standards and effective instructional strategies.

**EDUCATION, TRAINING EXPERIENCE:**

- Masters Degree in Educational Leadership required as minimum.
- Experience as a school principal, assistant principal or in a school leadership position for at least three years.
- Certification as a school principal or assistant principal; experience as same
- Teaching experience for at least five years in elementary, middle and/or high school educational setting.

# Operations Coordinator

Oversees operational performance at a specific operating site, through undertaking, or managing, the administration and general school operations, in order to support site achievement and financial success by allowing the Executive Director/Principal to focus on education related aspects of school performance. The school's Operations Coordinator is a member of the site's leadership team. This is a year round position.

**Main Responsibilities:**

***School Operations***

- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Local manager for transportation, food services, facilities maintenance, and other 3rd party service contracts, ensuring ongoing monitoring and implementation of contracts
- Manage all aspects of Free and Reduced Lunch program/process, including managing the entire application process
- Site level responsibility for managing school security
- Implement enrollment campaign for students (new, Intent to Return, etc.) including engagement in local marketing initiatives, demographic analysis, coordination with local/regional communications specialists
- Oversee enrollment at school site and, as required, drive the enrollment process by working with the school leadership, secretaries, teachers and central enrollment department/advertising to meet enrollment targets
- Work with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention
- Work with school staff to manage reporting and data tracking for all Special Education programs
- Prepare reports on site operations and attend board meetings
- Act as lead in all operational and logistical projects for start-up operations
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations

***Key Behavioral Competencies:***

- Demonstrates persistence in overcoming and removing obstacles that impact goal achievement
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Implements and monitors relevant work procedures in line with defined internal and external standards
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships

- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Requests input from others to work towards a more effective outcome
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance
- Proven experience multitasking

***Background:***

- BS in Business, Accounting or Finance required
- Demonstrated success in monitoring budgets of over $2 million preferred
- Demonstrated success in managing contracts of up to $200,000 preferred
- Experience in educational arena a plus, particularly in educational administration
- Previous exposure to staffing processes and general HR procedures preferred
- Knowledge of financial modeling and cost analysis techniques required
- Skilled in interpreting and managing Service Level Agreements and contracts for outsourced services required
- Skilled in use of MS Excel or other financial and organizational modeling software required
- Demonstrated ability to manage staff of up to 5-10 exempt and nonexempt employees preferred

# Lead Teacher

The lead teacher takes initial responsibility for the organizational management of a teaching team. Lead teachers play a significant supporting role in the professional development of their teammates. In addition, they take responsibility for monitoring instruction in the team, disseminating information from the leadership team and facilitating communication between parents and other team members.

As a member of a teaching team, the lead teacher will be responsible for teaching students in an interesting, stimulating, and effective manner. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students. The lead teacher works as a team member, leading common planning, professional development, and curriculum design. Lead teachers work team members to analyze different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They work to integrate technology into their teaching and professional activities.

***Main Responsibilities:***

- Implement school and district policies and procedures;
- Manage the teaching team;
- Develop team strategies for building a learning environment consistent with STEM and Leadership standards and guidelines;
- Model implementation of curriculum at each grade level;
- Model effective, stimulating and rigorous instruction for teaching teams;
- Ensure the implementation of school performance standards for teaching teams, including team meetings and professional development;
- Facilitate the team's annual assessment of the STEM and Leadership Programs, including plans for continued improvement;
- Establish a culture of professionalism among team members;
- Observe instruction and facilitate opportunities for team members to observe each other;
- Lead and support the development of individual teacher professional development growth plans;
- Monitor academic progress of students by grade level;
- Ensure ongoing communication with parents, staff, and community;
- Integrate technology into the instructional program and be proficient in its use;
- Serve as a professional-development resource for team members;
- Coach team members as needed;
- Demonstrate effective instructional and classroom management techniques; and
- Assist Executive Director/Principal in the performance appraisal process.

***Key Behavioral Competencies:***

- Developing Others;
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results;
- Helps others to secure resources and provides guidance in decision making and problem solving;

- Courageous Leadership;
- Addresses difficult issues; puts self on line to deal with important problems; stands firm when necessary;
- Analyzes reasons behind results, takes action to address failures and seeks to improve outcomes;
- Fosters collaboration;
- Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships; and
- Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts.

***Background:***

- Bachelor of Arts or Bachelor of Science degree required; Master's degree preferred
- Appropriate teacher certification required
- STEM and Leadership training in a high school environment is a plus
- A passion for improving urban schools and driving education reform
- Demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal.
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.)

# 3.3 Staff Handbook

# DESTINY ACHIEVERS ACADEMY OF EXCELLENCE CHARTER HIGH SCHOOL

## FACULTY AND STAFF HANDBOOK

## 2015 ~ 2016

## Theme: "Students First"



**Charles K. Maxwell, Ph.D. ~ Principal**

**Tyra Simon ~ Assistant Principal**

**Dr. Zaheerah Shakir Curriculum Leadership and Supervision**

**Telephone Number ~ 404-328-0898**

# Mission Statement

The mission of Destiny Achievers Academy of Excellence (DAAOE) Charter High School is to provide students with the highest level of academic opportunity by providing high standards and expectations in a challenging and supportive environment, thereby ensuring that all students are given opportunities, experiences and academic preparation needed for graduation and post secondary opportunities, including college and the workforce.

# School Creed

We are the Leaders of the Future.
We will be Successful.

Determination is what we have.
Fear is what we leave behind.

Our minds are set!
We are Destined.
We are the Leaders of the Future.

## 2014 NON-NEGOTIABLE TASKS FOR FACULTY & STAFF

1. Post *Georgia Performance Standards* or CCGPS daily.
2. Post and implement the three-part lesson:
   a. Opening- Introduction to main teaching point
   b. Working Period-Development and consolidation of main teaching points
   c. Closing-Review lesson of the day-
3. Post the **Essential Question** daily.
4. Post a **Word Wall** that is ongoing and relevant.
5. Post relevant **Student Work** (with the posted rubric and teacher comments).
6. Post the **Lesson Plan Folder** with current lesson plans on the wall closest to the door of your classroom.
7. Post **Classroom Discipline Plan** and **Emergency Drill Maps**.
8. Follow and document all steps of school discipline ***procedures*** before writing a referral.
9. Take attendance via Infinite Campus within the first ten minutes of class.
10. Use the electronic discipline referral process.
11. Check students' check-in slips.
12. Maintain accurate and complete records.
13. Stand at your door during class changes.
14. Laminate and post the syllabus for each class.
15. Post the mission and vision statements.
16. Post the instructional schedule for all teachers using the classroom.
17. Enforce the dress code with all students in the hall and entering your classroom.
18. Enforce the **15/15 Rule**.
19. Notify the AP before your planned absence so that coverage can be arranged. For emergency absences, call the AP.
20. Call parents of all students who need and have been given

deficiencies, and document all parent contacts. Include the parent's name, date of call, time of call, topic discussed, decisions made.

21. Return all parent phone calls within 48 hours.
22. Attend parent-teacher conferences as scheduled.
23. Do not leave your class unsupervised at any time.
24. Promptly attend faculty meetings in their entirety. (Do not plan other activities for Thursday afternoons from 3:35 p.m. to 4:00 p.m.)
25. Provide work for students who are ill, students whose absences are excused by the attendance office, and students who are referred for disciplinary reasons.
26. Arrive on time for duty assignments.
27. Secure administrative permission to change duty assignments.
28. Dress professionally.
29. Attend all meetings, professional learning activities, and planning sessions throughout the school year.
30. Implement brain-based, rigorous strategies in the classroom.
31. Plan for 60 minutes of brain-based, rigorous instruction.
32. Post grades weekly (a minimum of two to three grades).
33. Prepare a sub folder and update the information and materials for each absence.
34. Abide by the Code of Ethics for Educators at all times.
35. Sign in upon arrival to school, and sign out before leaving each afternoon.
36. Post lesson plans with the Assistant Principal before 7 a.m. on Monday morning.
37. Attend in-services for standardized testing as required, and follow all guidelines and procedures for administering and securing testing materials.
38. Maintain an ongoing visible data wall. Engage students in developing data for the classroom.
39. Utilize and employ DCSD's protocols for Response to Intervention (RTI) strategies before referring a student to SST.

*Policy, procedures, guidelines, and information set forth in this handbook are intended to aid in the orderly operation of Destiny Achievers Academy of Excellence Charter High School.* ***All staff members are expected to read and familiarize themselves with the contents of this document and abide by the policies and procedures set forth.*** *The Principal reserves the right to revise, add or delete information in the Faculty and Staff Handbook to better serve the overall needs of the school.*

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# GENERAL EXPECTATIONS

## ATTENDANCE-STAFF

**Faculty/Staff Workday**

The workday for teachers is **8:00 a.m. to 4:00 p.m.** **ALL** teachers are to adhere to the following:

- All staff MUST sign in by 8:00 a.m. and sign out at 4:00 p.m.
- All staff members must sign in immediately upon entering the building before reporting to class
- All staff members must stand at the classroom door before and after class.

Leaving or arriving at any time other than the time signed in or out will be considered falsification of records. It must be remembered that the **sign-in/sign-out sheet** is a **legal document** from which payroll is computed.

In case of an emergency during the school day, the assistant principal (AP) should be contacted to arrange for someone to supervise students in the classroom. After the faculty or staff member makes arrangements for class coverage with the AP, he/she **must** notify the Principal and sign out in the front office.

All teachers are to be available for parent conferences, help sessions with students, and staff meetings as scheduled. Planning periods are to be used for planning only. **Employees are expected to arrange doctor and dental appointments and other business matters outside of school hours**. **All persons who desire to leave campus must secure written approval from the principal and sign the Request to Leave Campus Form.** This includes scheduled and called meetings at the local and county level, all supplemented activities, and specific duty assignments.

**Daily Time Records**

All employees must **sign in daily** to avoid being marked late. Signing in and out daily is a responsibility of each individual employee. Employees are not permitted to sign in or out for another employee. Employees are not to sign in and out at the same time. Employees must sign in upon arrival and out upon departure. Employee's time is entered into payroll daily. If an employee does not sign in for a particular day, the bookkeeper will assume that the employee did not work and enter it into payroll as a day of absence. Any errors on these sheets may affect a future pay period and/or sick leave days accrued.

**Faculty/Staff Absences**

An employee who is absent four or more consecutive days must obtain a physician's statement no later than the fourth day of absence. This statement should certify the employee's physical disability to work and the anticipated date and/or time of physical ability to return to duty. If deemed necessary, a doctor's statement may be requested for three days or less.

A physician's statement shall be required for workdays missed if sick leave is granted:

1. At the beginning of the school year
2. At the end of the school year
3. Any critical day (the three days immediately before and three days immediately following holidays)

In the event that it is necessary for a teacher/employee to be absent, the following procedures must be followed:

1. If an employee becomes ill during the school day, he/she must notify the assistant principal for coverage and the principal for approval to leave. Auxiliary personnel must notify the principal and the front office.
2. If an employee needs to be absent from school, he or she must call Mrs. Simon.
3. If an absence is to continue beyond that first day, the employee must call the assistant principal by 1:00 p.m. on that day so that the same substitute (if applicable) may be secured for the following day(s) to foster continuity for the students.
4. Upon return to duty, it is the responsibility of the employee to secure and complete a Statement of Absence Form and turn it in along with any necessary doctor's statements to the bookkeeper. The form will be given to the principal for approval. **Failure to turn in a required doctor's statement will impact your pay for that pay period or the following pay period.**

**Excessive absences will be noted throughout the school year and on the teacher's yearly evaluation.** Other measures may also be taken to assist with this situation.

**Faculty/Staff Tardiness**

**Being punctual and ready to work** upon arrival is imperative to establishing a good day. When an employee is chronically late, or does not come to work, it creates a problem for his/her colleagues. When an employee will be tardy to work, he/she should call the assistant principal to ensure that supervision can be provided for his/her class and other duties**. Employees who are late thirty (30) minutes or more will have that time deducted by the half hour.** Chronic tardiness will be documented and a letter will be placed in the employee's personnel file. Other measures may also be taken to assist with this situation. If an employee is **more than 30 minutes late or leaves early, he/she must complete a Statement of Leave Form.**

**Statement of Leave**

When an employee is absent for any reason, he/she should complete a Statement of Absence Form. If an employee wishes to request leave in advance for the following reasons: personal leave, religious leave, or bereavement outside of the family, he/she must complete a Request for Leave Form. It is the responsibility of the employee to maintain an accurate account of personal leave and/or sick leave. **If an employee requests leave and it is granted or he/she is absent due to sickness, the employee must have the days accrued or the leave will cause a deduction in the employee's pay during that pay period or a future pay period.** When an employee is away from campus performing school-related activities (i.e. Staff Development, In-Service

Training, etc), the employee must complete a Statement of Leave Form. The Request for Leave and the Statement of Leave Forms can be obtained from the main office.

**Sick/Personal Leave**

All full-time personnel shall be eligible for six days of non-accumulating sick leave per year. Three days of those allotted for sick leave may be used for personal leave to conduct personal business matters (i.e. legal matters, family situations not covered under sick leave, religious holidays) which can be scheduled at a time that does not conflict with the regular work schedule and professional meetings related to school matters. In the event that an employee must be out of school for personal reasons, the employee must obtain and complete a Statement of Leave Form before personal leave can be taken. This form must be turned in to the office and signed by the principal at least 5 days before leave is taken. In the case of multiple teachers applying for personal leave on the same day(s), personal leave will be granted on a first come, first serve basis. **Personal leave cannot be approved on a designated critical day.** Approval for personal leave on critical days can only be granted through the Principal.

**Professional Leave**

Professional leave is taken when an employee is attending school-related, professional workshops, meetings, etc. In order to take professional leave, an employee must complete a Statement of Leave Form and have it approved by the principal, Dr. Maxwell, prior to taking the leave.

**Leaving Campus**

**Any employee needing to leave campus for any reason during school hours must get written approval from the principal to sign out.** An employee may do so by completing the **Request to Leave Campus Form** and submitting it to the principal. Before leaving the building, an employee must sign out in the Blue Book maintained in the main office. If the principal is not on campus, an employee should see the assistant principal, Mrs. Simon. Leaving without the permission of either Dr. Maxwell or Mrs. Simon will result in the employee's being docked at least a half-day, and it will be documented in the employee's personnel file. An employee must sign in and out in the Blue Book in the main office, must notify the bookkeeper when he/she returns to campus, and must indicate the time of return on the Request to Leave Campus Form.

## CELL PHONE USE (STAFF AND STUDENTS)

Cellular phones should be OFF during instructional times and professional meetings (faculty, instructional, parent conferences, etc.).

**Student Telephone Use**

Students are not to use the telephones in the school offices at any time without direct permission from office personnel. DO NOT ALLOW STUDENTS OUT OF CLASS TO USE TELEPHONES FOR FRIVOLOUS REASONS. ALWAYS PROVIDE STUDENTS A PASS IF YOU GIVE THEM PERMISSION TO GO TO THE MAIN OFFICE.

## CERTIFICATION

Each professional employee should be aware of the courses needed to keep his/her certificate current. Course work needed to satisfy certification or increment requirements can be taken through the Professional Learning

Department. Courses taken should satisfy requirements of the Georgia Department of Education and the Southern Association of Colleges and Schools. You may check each current Professional Learning Brochure for course offerings.

It is the teacher's responsibility to monitor his/her needs regarding certification. Copies of a teacher's certificate(s) should be on file with the Principal. You may access your certificate(s) at www.gapsc.com.

## CHILD ABUSE REPORTING

Any principal, teacher, counselor, or other school administrator having cause to believe that a child under the age of eighteen has had physical injury or injuries inflicted upon him/her other than by accidental means by a parent or caretaker; or has been sexually assaulted by a parent or caretaker, shall report such incidents to the counselor. Staff members should not interview and question the student. The counselor will submit a report to the social worker section of the Department of Pupil Personnel Services. The social worker will be responsible for investigating and reporting said case to the DeKalb County Department of Family and Children Services, Protective Services Division, or to the DeKalb County Police Department, Youth Division in accordance with Georgia Law. **NOTE: All suspected cases of child abuse should be reported to the counselor immediately.**

**See also DCSD Policy - Child Abuse**

## CHILDREN OF STAFF MEMBERS

Children of staff members are not permitted in the school before, during, or after the instructional work day without the principal's permission. Teachers must secure after-school care for their children.

## CODE OF ETHICS

**505-6-.01 THE CODE OF ETHICS FOR EDUCATORS**

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code protects the health, safety, and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction. All employees are required to participate in training on the Code of Ethics annually. You will find the Code of Ethics for Educators in the appendix of this handbook and on the Georgia Professional Standards website: http://www.gapsc.com/

## COLLECTION OF FUNDS

The Principal **must** approve all fundraisers. Teachers should not collect money for **ANY** reason without prior knowledge and approval of the Principal. **ALL** fundraisers **MUST BE** pre-approved. Once approved, dates for fundraisers must be followed.

- The Bookkeeper will provide you with a receipt book. Each organization must have a receipt book.

- If money is collected for fundraisers, donations, field trips, etc, it **MUST** be receipted in an official school receipt book and deposited with the bookkeeper **daily**.
- If money is left any place except with the bookkeeper t, the teacher will become **personally** liable for the money.
- Students or teachers are **not** allowed to keep collected money overnight.
- **UNDER NO CIRCUMSTANCES IS MONEY COLLECTED FOR SCHOOL FUNCTIONS TO BE DEPOSITED IN YOUR PERSONAL BANK ACCOUNT.** The deposit of school money in a personal bank account is subject to suspension or revocation of the educator's license by the Georgia Professional Standards Commission.
- **UNDER NO CIRCUMSTANCES are items to be purchased or secured without following the financial procedures.**
    - **Funds must be in the account to cover said amount.**
    - **Request for purchases must be pre-approved by the Principal.**
    - All reimbursements for monies spent must be pre-approved and accompanied by the original receipt.

## COMPUTER USE

Use of the DeKalb County School District wide area network, school and district office networks, and all connections internally shall be for the exchange of information in order to promote and support educational excellence in the school system. Use of the Internet must be in support of education and research and must be consistent with the educational objectives of the school district. (See the Internet Acceptable Use Policy.)

## CRITICAL DAYS

**Critical days are the three (3) school days immediately before and three school days immediately after any school holiday and furlough days**. Personal leave cannot be approved on a designated critical day. In addition, an absence on a critical day will require a **doctor's excuse.** Employees are not to schedule routine doctor or dental appointments on critical days.

## CUSTOMER SERVICE

Employees of Destiny Achievers Academy of Excellence Charter High School are expected to provide excellent customer service to all stakeholders of DAAOE Charter High School, DeKalb County School District, and the general public. Courteous communication and appropriate assistance should be the standard as we interact with parents, students, visitors and colleagues in the fulfillment of our professional duties and responsibilities. If you encounter a contentious situation, remain professional and seek the help of a building administrator.

## DRESS CODE - FACULTY AND STAFF

**Faculty/Staff Dress**

DAAOE Charter High School's policy mandates that all faculty and staff dress in a professional manner. Faculty and staff should hold themselves to a higher standard than students are held and should be a model to students.

Dressing professionally shows a high level of caring for the teaching profession, for the school, and for the students. This type of dress is acceptable in most business situations. Professional attire is required for all staff members in every department, every day, regardless of the weather or the time of year.

Dress differently attire is only appropriate when announced for special occasions. Jeans may be allowed on some Fridays **only with DAAOE Charter High School spirit shirts at the principal's discretion**. Do not assume that every Friday is a dress differently day. Sweat suits*, shorts, spaghetti straps, and beach or lounge type attire are never permitted for faculty dress. Other attire that is considered inappropriate in our professional work setting includes, but is not necessarily limited to, Capri Pants/Clam Diggers, tennis shoes*, sneakers, flip flops, slippers, Tee Shirts, tops with thin straps or those similar to halter tops are not acceptable. Tops must have sleeves that extend at least to the edge or roundness of the shoulder. Tops that stop at the waistline or those that reveal the mid-section when you move or raise your hands or arms are not allowed. Spandex or stirrup pants are not allowed. Skirts, pants or dresses that are too short or too tight are not acceptable. Clothing made of mesh or thin fabrics that are see-through are not acceptable. If an employee is not dressed professionally, the employee will be asked to leave and return to work dressed appropriately.

All faculty and staff are expected to adhere to the professional code of dress. <u>If you have a question about the dress code, please get clarification from the principal before wearing something questionable.</u> Professional dress will be included in the end of year evaluation. All employees will dress professionally.

## DUTY

As a part of each teacher's evaluation and summative assessment, teachers are required to adhere to the following duties and responsibilities in addition to the teaching tasks outlined in TKES. Evaluation of the performance of these duties and responsibilities will be based on school-wide observations of teachers throughout the school year.

Duties include, but are not limited to….

- campus supervision
- student supervision
- standing at doors between all passing periods
- addressing inappropriate student dress
- lesson plans
- following the attendance and absentee policy
- financial reporting
- reporting to meetings
- posting at least two grades weekly on Infinite Campus

When a faculty member has an assigned duty and must be absent from work, the employee is expected to secure another staff member to cover the assigned duties (time, place, responsibilities, etc.). It is **the employee's** responsibility to find a substitute for his or her assigned duties. The employee Duty assignments may include, but are not limited to morning/afternoon duty, cafeteria/lunch duty and after school detention duty. All faculty

members are expected to be in the hallways, actively supervising student traffic during class changes throughout the school day.

## E-MAIL – Office 365

When it comes to an employee's professional e-mail communications, one needs to make an impression that can lend to the determination that he/she is a credible professional enterprise. The employee should be sure to use correct spelling and grammar. The teacher/staff member has only one chance to make that first impression which will be invaluable to building respect, trust, and confidence. *Note: Please do not use all caps or write in red.*

Remember: Office 365 cannot be used for personal e-mails. Be aware of appropriate lines of protocol. Notify the Principal for approval if you are sending an email to an administrator outside of the building.

## FACULTY AND STAFF MEETINGS

As a team, communication is very important. All staff members are expected to attend meetings and make sufficient contributions. The information gained during all meetings will help teachers be more effective. Employees should place all meetings on their calendar and make the necessary plans to attend. All meeting cancellations will be communicated in a timely manner. Faculty meetings are scheduled for Thursday at 4:05 p.m.

## PERSONNEL

**Personnel Files**

A personnel file will be maintained in the local school for each staff member. Any employee may see his/her file by asking the principal.

If during the course of the school year it becomes necessary for the administrator to take any corrective action, each staff member affected will be afforded full due process. Furthermore, each teacher has the right to see and respond to any and all documents placed in his/her personnel file pertaining to corrective action or other deficiencies.

**Personnel Handbook**

A Manual of Policies, Procedures, Rights and Responsibilities for Contractual Personnel will be placed in the Media Center for reference and review. This manual may also be accessed at the school's website (www.daaoe.org).

## PROFESSIONAL DEVELOPMENT

All staff is responsible for their professional growth. Everyone is encouraged to keep abreast of current research regarding best practices and strategies for student achievement, using data to drive instruction, and integrating technology. Other topics such as classroom management, student motivation, and parent participation should also be investigated. Professional learning is mandatory for all teachers at DAAOE Charter High School. Sessions will be planned in the form of workshops, speakers, and required book readings. Each professional learning session will be pertinent to the needs of our school and community. Employees should earn 20 hours of professional learning, and they are

responsible for maintaining a log of their participation. Each PL must be verified with a signature of the presenter or the principal.

## PROFESSIONAL DEMEANOR

**Inappropriate Contact with Students**

It is a violation of school and system policy to indulge in inappropriate physical or verbal contact with students. Staff members should refrain from touching students in **any** manner, except interceding in an altercation or preventing a student from harming himself/herself or others. Staff members should further refrain from making comments that involves sarcasm and references to character and also those comments of a demeaning or humiliating nature. Complaints will be investigated according to the guidelines provided in DAAOE Charter High School's Charter Petition guidelines and documented in every instance accordingly.

**Personal Transportation of Students**

Due to possible litigation and other inherent concerns, it is not advisable for faculty or staff members to allow students to ride in their personal vehicles. Staff members are requested to refrain from transporting students, and to be aware that they are considered personally responsible for the child/children in such instances.

## SEXUAL HARASSMENT

**Sexual Harassment**

Sexual Harassment is illegal and will not be tolerated in any form. All employees must attend the Code of Ethics and Sexual Harassment In-services on a yearly basis to ensure compliance. All employees are expected to conduct themselves in a professional manner at all times and refrain from actions and comments that are, or could be constituted as, violations of local, state and federal Sexual Harassment Laws and Directives.

# INSTRUCTION

## ACADEMIC DISHONESTY

**Statement of Principle:** Academic dishonesty subverts the goals of DAAOE Charter High School and is detrimental to education for the following reasons:

- It disheartens and frustrates students.
- It invalidates course grades, credits, and transcripts.
- It destroys a respect for learning and its value.
- It undermines one's academic foundation.
- It reduces self-confidence and self-respect.
- It instills deceptiveness at the expense of integrity.

An important aim of every teacher should be to instill a sense of personal honesty in students by emphasizing the value of academic honesty and by refusing to tolerate academic dishonesty. Teachers may help to instill in their students a principle of honesty which they may carry far beyond high school.

**Definition:** Academic dishonesty's intention is to subvert evaluation of learning. Academic dishonesty may include (but is not limited to) any of the following actions:

- Giving or receiving information during a test,
- Using prohibited materials or aids during a test or for an assignment,
- Acquiring or dispensing prohibited information or materials before a test, and
- Submitting work paraphrased or copied in part or whole as if it were original work.

**Responsibilities of Teachers:** Teachers should take every opportunity to discourage dishonesty and to explain to students its short and long-range consequences. Not only should students be penalized for academic dishonesty, they should also understand why cheating is wrong both in school and beyond it. In discouraging academic dishonesty, teachers may find the following classroom practices valuable:

- Establishing testing rules and penalties for violations **before** tests,
- Walking around the room frequently during tests and standing in the rear of the room,
- Alternating forms of tests within a class or among different classes,
- Requiring use of cover sheets, and
- Setting reasonable time limits for tests.

**Consequences for Dishonesty:** Should a teacher observe an infraction of established testing rules or any form of academic dishonesty, **any** of the following approaches may be used at the teacher's discretion, as may other appropriate approaches. The most desirable approach would be instructive as well as punitive.

- Conference with the student,
- Telephone conference with parents, possibly including the student,
- Conference with the student's parents and

others deemed necessary, and

- Reduced grade (particularly for minor infraction of testing rules) when the occurrences of an infraction have been determined.

## BULLETIN BOARDS

One of the teacher's responsibilities is to maintain bulletin boards in the classroom. A bulletin board may be used for a variety of purposes: displaying student work, serving as an activity board for students, posting rules, posting announcements, or decorating the classroom. Some suggestions for creative use of bulletin boards follow:

1. Teachers should use bulletin boards to make their classrooms standards-based.
2. Teachers should use all of the bulletin board space in the classroom.
3. Teachers should strive to create bulletin boards that spark students' interest.
4. Bulletin boards should be used to aid in instruction. Teachers should determine which materials will be needed for a unit of study and decide how to incorporate the bulletin boards in that unit.
5. Bulletin boards are a good place to post reminders or frequently used concepts such as rules, steps for beginning a lesson, or a schedule of activities.
6. Teachers should use students to help create the bulletin board with supervision. The purpose of this, as with all bulletin boards, is to make it meaningful for the students.
7. When taking down the bulletin board, store the materials in a safe box or bin to re-use if possible.
8. Bulletin boards must be changed every nine weeks by each teacher with a classroom on the hallway.

## CLASSROOM OBSERVATIONS

**Informal Classroom Observations**

As part of the continuing program of improving instruction, administrators will make regular unannounced informal observations at any time during the school year.

**Classroom Observations**

Each administrator has been given, as a number one priority, the function of assisting and supervising classroom teachers for the purpose of improving instruction. Each teacher will be evaluated using the TKES Evaluation Program.

All aspects of the evaluation process and results are confidential and are to be shared only with the appropriate personnel.

## CLASSROOM POSTINGS

The following items should be posted in all classrooms:

- Syllabus (outside of classroom door)
- Daily Schedule (outside of the classroom door)
- Lesson Plans (In folder on wall nearest entrance door)
- Class Discipline Plan
- Fire Drill/Tornado Drill Maps
- School's Mission Statement
- School's Creed

The following Standard Based Classroom elements should also be visible in the room:

- Word Wall (relevant and ongoing)
- Standard for the lesson being taught
- Essential Question
- Three part lesson agenda on the board
- Current Student Work (with rubric and teacher commentary)
- Classroom profile
- Ongoing visible data wall (Students should be involved in developing data for the classroom.)

## CONFERENCES

**Parent Conference Documentation/Parent Communication Log**

Each teacher is required to keep a notebook to be used for documenting all parent communication (i.e. letters, e-mails to and from parents, actual phone contacts, conferences, etc.). Each teacher is to keep a communication log of ***individual*** communications they make to parents. Employees must keep this documentation of parental contacts handy so that administrators can have access to it.

**Expectations**

Parent-Teacher conferences are the most effective means of communication. The parent, teacher, counselor, or administrator may initiate conferences. The teacher should initiate a parent conference at a time when there is an academic or behavioral problem. The conference should explain the reason of difficulties and cooperatively develop a plan for remediation to enhance the probability for success. Conferences are normally scheduled in the afternoons. **DO NOT SCHEDULE CONFERENCES ON FACULTY MEETING DAYS OR DURING INSTRUCTIONAL TIMES.** Teachers are to keep track of all conference/phone calls for documentation purposes on the Documentation Log. Please submit the Documentation Log at the end of the grading period to the AP. There are four (4) mandatory parent conference evenings scheduled during the school year. It is the teacher's responsibility to make every effort possible to get any parents of struggling students to attend.

**Curriculum Night(s)**

September 19, 2015

6:00 - 8:00 p.m.

All teachers must attend.

**Parent-Teacher Conference Dates**

Conferences are scheduled for the following dates:

September 17, 2015

November 26, 2015

February 13, 2016

April 29, 2016

Time for Conferences: 4:30 p.m. - 6:00 p.m.

Conferences are fifteen (15) minutes in durations. Parents will be informed of the exact dates via newsletters, announcements, the marquee, telephone calls, and telephone system. Parents will call the school to schedule conferences for these evenings. Teachers should call the parents of students who are performing below the level of proficiency and schedule conferences as well. Teachers should fill in the times on the conference log early so that there are no conflicts.

**Tips to Teachers for Effective Conferences**

1. Be on time for the conference. Introduce yourself and say what subject you teach.
2. Hear the opinions and statements of the parent completely. Do not interrupt the parent regardless of what is said.
3. After hearing the parent, make your statement in a very positive manner. Be truthful, firm, and forceful, but be polite. If the student's behavior is a problem, say so.
4. Be very positive. Always state your willingness to work with the student and to offer extra help.
5. Never mention students other than the one the conference concerns.
6. Never mention the student's performance in another class.
7. Ask the student for his opinion and feelings if he is present in the conference.
8. Be prepared to offer suggestions as to how the student may improve in your class.
9. Seek ways to compromise with the parent and student without giving in to unreasonable demands.
10. Be certain the position you take is supportable. If you are not certain, check with the appropriate administrator in advance.
11. When you return a call to a parent or have a conference, be certain to have your grade book handy and be prepared to discuss grades in detail. If make-up work is involved, give a specific due date.
12. If you need assistance or support, ask a counselor or administrator to join you in the conference.
13. Do not inform the parent that the student is improperly placed. If this is your opinion, notify the counselor as early as possible.
14. Do not state that the student cannot pass the course unless you are holding an end of semester conference.

## COUNSELOR

The function of counselor is to assist the students, their parents, and the faculty in every way possible. This includes providing counseling, testing, and educational information. The staff shall provide adequate files of information. Students, parents, and faculty have access to excellent guidance resources in the counseling office.

**Placement**

The counselors will meet with students in planning their program of studies. Subject teachers will recommend placement. The teacher will consult the counselor if he/she desires additional information relative to qualifications or limitations of the student. The counselor will make assignments to classes.

*All student information should be confidential and used only in professional and ethical ways. Law mandates legal rights to privacy and due process.*

**The following are several important areas for special consideration:**

**Annual Student-Counselor Advisement**

Annual advisement is a vital part of the overall instruction program. Provision will be made for each student to be advised by the counselor. Teachers will be notified of the advisement procedures. Please make every effort to permit students to keep the scheduled advisement times with counselors.

**Teacher Referrals**

When the teacher is aware that a student is having difficulty with academics and/or behavior, the teacher should begin employing intervention strategies. The teacher must check periodically to see if the interventions have led to improvements. All interventions put in place, along with the student's progress or lack of progress, must be documented. If the student continues to have difficulties, then the teacher must refer the student to the Student Support Team (SST) with proper documentation. Upon review of the documentation, the SST committee will schedule a meeting with the teacher, the parents, and the student.

If a teacher becomes aware of a student who has unusual needs in school, the teacher will speak with the assigned counselor concerning the student. Unusual health problems, a death in the student's family, and other similar concerns should be reported to the counselor for appropriate action or referral. If a school staff member has cause to believe that a student is contemplating suicide or is exhibiting suicidal tendencies, they will immediately report the information to the student's counselor. The counselor will notify the Principal and the appropriate authorities. It is essential that discretion and confidentiality be maintained in all instances of this nature.

**Homework Requests**

The assistant principal will ask for homework assignments from teachers for students absent more than three days when requested by parents. The assignments will be due to the respective office by 4:00 p.m. the following day. It is important for these assignment requests to be honored and submitted on time.

**Schedule Changes**

Schedules may be changed for the following reasons only:

a. Summer school attendance
b. Clerical or administrative errors
c. Level of difficulty problems with the appropriate documentation
d. Failures

No other changes will be approved. Only the assistant principal and the principal will make schedule changes.

## CO-TEACHING

Co-taught classes consist of two teachers (1 Regular Ed. Teacher & 1 Exceptional Ed. Teacher) within one class. Both teachers are considered the professional educator within the classroom. It is expected that both teachers share instructional and non-instructional responsibilities from bell-to-bell. The co-teacher should have duties and teaching assignments that are non-introductory. Non-introductory teaching responsibilities may include sponge activities, reviews, warm ups, etc.

The co-taught classroom should utilize rigorous small group instruction models on a daily basis. Three approaches of small group instruction include:

1. Parallel Grouping
   - The class is divided in half, reducing the teacher/pupil ratio.
   - Both teachers are providing instruction; one teacher may be providing review information while the other teacher moves the other half of the class forward with the lesson.
   - Two types of instruction are taking place.

2. Station Grouping
   - The class will be placed in small groups of 3 or more students each.
   - Both teachers circulate the room for instruction and monitoring.
   - Station tasks may include: different concepts and a round-robin approach games, or steps/stages to 1 unit (i.e., Group. 1- Development of writing,

     Group 2- Development of a paragraph/sentence, &

     Group. 3 - Remediation/Review).

3. Alternative Grouping
   - The teachers teach different strategies to comprehending the same concept.
   - There are both small and large group divisions.
   - Small grouping should not be exclusively special education students. This can be the case on some occasions. However, the grouping should consist of students with "like" needs.
   - This approach allows students who were absent to catch up to the rest of the class quickly. It can also be used to assist students who are struggling with a part of the lesson.

Co-teachers must rely on each other to make the teaching and learning experience within the co-taught classroom a success. The success of the co-taught classroom also depends on the co-teachers' taking time each week to work on lesson plans and teaching strategies for their co-taught classes. Whatever the lesson planned or the small group approach used, the co-taught classroom must consist of a rigorous instructional plan that allows all students the chance for academic success.

## DAILY SCHEDULE

**A copy of the daily schedule must be posted outside the entrance of the classroom.** Daily schedules must reflect when and what the teacher is teaching throughout the period and must be written on the board. If a teacher moves his or her class to any location other than his or her assigned classroom, he or she must notify the front office and post a typed note on the classroom door.

## DEFICIENCY REPORTS

**Teacher Failure Lists**

**The teacher will provide any students failing his/her course a detailed plan for remediation.** This plan will address low transfer grades, missing assignments due to absenteeism, need for basic skills tutoring, and any other academic

issues the student has. The teacher will provide a timeline for the plan, as well as documentation of parental involvement in the process. Teachers should use the form provided and attach any necessary documentation or instructions. **A copy should be given to the parent,** and a copy kept in the school's student file.

If a student is in danger of failing a class the teacher must issue a deficiency notice that includes a remediation plan. The teacher must also have **at least two documented phone conversations or conferences** to the parent/guardian regarding the student's failure status and remediation plan. Teachers must develop a list of students who are failing their classes and submit the list to the counselor and Assistant Principal.

Each teacher will need to submit a failure log at the end of each grading period to the counseling department and the Principal. In addition to the log, teachers must submit all documentation of remediation plans along with strategies for success used and the results for the students who receive a failing grade.

Failure lists will be reviewed by the counselor/AP to determine appropriate actions to take to provide the teacher support in helping the student remediate the failure. This may include a referral to the social work department for issues such as chronic absences or providing students with individual counseling to address social problems.

Teachers will assist in reduction of absenteeism by continuing to make phone calls home to students who are absent. Teachers will discuss the importance of school and attending class each day. Teachers must maintain a documentation log.

Teachers will implement a program of tutoring. They will facilitate this through a model of cooperative learning and monitor progress. Teachers will develop a plan to remediate students with deficiencies using differentiated instructional strategies, as well as using multiple intelligence strategies.

Teachers will help resolve failing transfer grades by giving the students the opportunity to make up low grades by providing make-up work for the student to complete. Teachers will document the receipt of the make-up work and will notify the parent of the work that was issued and the due date(s) given. After-school tutoring will be re-emphasized for students who are failing and/or may need additional help.

*** * No student may be given an "F" in a subject if a Deficiency Report/Plan of Remediation has not been sent to the parents and returned with the appropriate signatures.**

## EVALUATION

**TKES Evaluation**

**EFFECTIVE INSTRUCTION CHECKLIST**

***LESSON FOCUS:***

- Inform students of what the objective of the lesson is for the class period by stating it.
- State the objective of the lesson.
- Write the objective on the board/overhead/flipchart, etc.

***PROVIDE INSTRUCTION:***

- Move from simple to complex.

- Intersperse practice opportunities.
- Vary activities and questions.

***ASSESS AND ENCOURAGE STUDENT PROGRESS:***

- Promote engagement.
- Facilitate active participation.
- Encourage overt participation.
- Encourage covert participation.
- Monitor progress.
- Ask questions.
- Move among students.
- Use extended wait time for responses.
- Provide student feedback.
- Protect student dignity.
- Encourage positive student interactions.

***MANAGE LEARNING ENVIRONMENT:***

- Use instructional time productively.
- Conduct efficient transitions and material distribution.
- Give clear directions.
- Avoid unnecessary delays.
- Provide feedback on behaviors.
- Expect the best of each student.

## FIELD TRIP PROCEDURES/GUIDELINES

Field Trips will be minimized. Only necessary field trips will occur before Spring Break. All field trips must include the Georgia Professional Standard included in the lesson plans and must be instructionally sound. All field trip request forms should be completed and returned to the AP.

1. All field trip requests should follow the activity book guidelines found in the forms section. Use the form for field trips, **Activity/Field Trip Request Form.** This form can be secured from the front office secretary.

2. When this form is completed and signed by the designees, it is to be submitted for the principal's signature.

3. The form will then be sent to the Board of Directors for approval.

4. When forms are returned, either approved or not, the teacher will be notified.

   **Teachers must NOT send permission forms, or make any preparations for the trip until the above procedure has been completed and notification given.**

***NOTE:*** *We do not charge fees to any student or parent. Donations are accepted on a voluntary basis; however, no student is penalized in any way. The school must pay the cost for students who have not contributed so that they are not denied participation.*

5. If you have a trip canceled due to weather, illness, etc., be certain to attach a note to the bus requisition noting "Canceled" and return it immediately to the field trip office. If this is not done in time, **the teacher** is responsible for payment to the driver.

6. A legible list of students going on the trip must be placed in the teachers' boxes or sent via email. A copy of this list must be given to the assistant principal for student accounting. ***This must be done 24 hours before the trip.***

7. Never plan your departure during a class period. Make every effort to time your return to coincide with the end of a period. Returning field trip students should not be in the halls during a class period. If returning during class time, they should remain in the cafeteria until the bell sounds. Attendance is to be taken prior to departure of the bus. The teacher will send the names of all students who are not present at departure time to the attendance office.

8. As soon as a trip is completed, have the bus requisition signed and take it to the bookkeeper no later than the next day to determine the cost. The bookkeeper will attach the check and send it to Transportation. **Under no circumstances are you to throw a bus requisition away.** (Check to make sure the bus driver's social security number is on this form.)

9. The last date for field trips is April 14, 2015. See the AP to confirm this date.

## GIFTED CERTIFICATION

**Gifted In-Field Certification Registration**

Registration for the Gifted In-field Certification Courses is available on the DeKalb Gifted Website at www.gifteddekalb.com or CaseNEX website at http://www.casenex.com/casenet/jsp/dekalb/registrationPreHAP.jsp

The following four courses are required for the Gifted In-Field Endorsement:

- Nature and Needs
- Measurement and Assessment
- Curriculum Program and Strategies
- Methods and Materials

**Please note that the courses are graduate level classes which require high levels of participation and attendance. The four 50 hour classes (200 hours) are the equivalent to 20 PLUs.**

## GEORGIA PERFORMANCE STANDARDS

**Curriculum**

As required by the Quality Basic Education Act of 1985, Georgia must maintain a curriculum that specifies what students are expected to know in each subject and grade. Additionally, the state's standardized tests, the Georgia High School Graduation Test (GHSGT) for Grade 11 and the End of Course (EOC) must be aligned with that curriculum.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it. Some systems may have curricula of their own, but they must include everything that the state requires.

The revised and strengthened curriculum will drive both instruction and assessment in Georgia's schools, providing guidelines for teachers, students, and test makers. We will now teach to a curriculum, not to a test or a textbook. Our statewide assessments will be aligned with the Georgia Performance Standards, taking the guesswork out of

teaching and providing guidelines for our schools, students, and test makers—and those standards will be based on best practices that have proven to be effective in high-performing states and nations.

**Requirements**

Systems are required to cover, at a minimum, the material in the state curriculum, but they are free to supplement it with additional topics they expect teachers to cover. Students will be tested on their mastery of this material through the state's standardized tests.

The state curriculum is the minimum of what teachers should teach and what students should know. The Georgia Department of Education encourages teachers, however, to incorporate extra activities and projects that will stimulate critical thinking and in-depth learning on the part of their students.

## GRADING

**Recording and Reporting Student Progress**

Student progress and attendance shall be maintained electronically in order to provide consistent, accurate, and effective recording and reporting of this student data. Teachers will use eSIS to record student progress and attendance daily. Teachers may also access eSIS from home by going to the website, and following the installation directions. The web address for home is: https://gradebook.dekalb.k12.ga.us/production/smartwebt/smartweb.html

Electronic recording of student data will facilitate the automatic flow of information for the purpose of providing all necessary student progress reports, including official DeKalb School District mid-semester progress reports and report cards through the Department of Student Accounting. Electronic recording will also facilitate access to student progress information for students, parents, or guardians via the Internet.

Progress reports are to be issued at the four and a half and thirteen and a half weeks grading periods for students at DAAOE Charter High School. It is mandatory that all teachers to update their grade postings at each grading period by 12:00 p.m. on the day requested.

| Marking Periods | First Semester | Second Semester |
|---|---|---|
| 4.5 Weeks | Sept. 11 | Feb 7 |
| 9 Weeks | Oct. 11 | Mar 13 |
| 13.5 Weeks | Nov. 13 | Apr 22 |
| 18 Weeks | Dec. 20 | May 23 |

**Progress Reports Issue Dates**

**First Semester**

| | |
|---|---|
| 4.5 Weeks | Sept. 17, 2015 |
| 9 Weeks | October 17, 2015 |
| 13.5 Weeks | Nov. 19, 2015 |

**Second Semester**

| | |
|---|---|
| 4.5 Weeks | Feb. 13, 2016 |
| 9 Weeks | March 19, 2016 |
| 13.5 Weeks | Apr. 28, 2016 |

It is critical that every teacher posts accurate grades for each marking period. The counseling staff and administrators frequently pull grades from the Infinite Campus program during conferences with students, parents and probation officers. Incomplete or inaccurate grades render the program ineffective and may be detrimental to the student.

During weeks where an official progress report is **not** issued, teachers should print a grade report from Infinite Campus with a parental signature line on it. Students should take this home and have a parent sign and return the form. Teachers will then file these documents and turn them in to the counseling department and the principal along with their final gradebooks.

**Progress Reports with Remediation Plan**

**Each teacher will be required to issue a 4.5-week and 13.5-week remediation plan to all students in danger of failing.** A parent-teacher conference should be scheduled to go over the plan of remediation with the student and parent and to acquire signatures from both the student and the parent. If a conference cannot be scheduled, every effort should be made to contact the parents by phone to be certain they are aware of the student's performance in class. When a student fails a class, the failure should not be a surprise to the parents/guardians when the report cards are issued. Students are not to receive a failing grade unless you have secured a Deficiency/Plan of Remediation signed by the student and/or parent/guardian. There should be documentation of all telephone calls to parents. Any student, whose grade drops ten points or a letter grade in one grading period, should be given a plan of remediation and the parent/guardian should be contacted. This will alleviate any surprises when progress reports are issued. In addition, students shall receive a current print-out of their grades every 4.5 weeks in order to keep the students abreast of their performance in class. The assistant principal will complete random checks for updated grade books throughout the year.

**Deficiency Reports**

Deficiency reports are to be given **at any time** the student becomes in danger of failing a class. Even though they are included in the Progress Reports, notification to parents of this danger at any time is appropriate without waiting for a scheduled progress report. There should be documentation of telephone calls to the parents along with the parent/guardian's signature on the Deficiency/Plan of Remediation. All deficiencies must be listed on the failure list and submitted to the assistant principal for each student who failed a class.

**Teacher Failure Lists after Each Progress Report**

The teacher will provide students failing the course a detailed plan for remediation. This plan will address low transfer grades, missing assignments due to absenteeism, need for basic skills tutoring, and any other academic issues the student has. The teacher will provide a timeline for the plan as well as documentation of parental involvement in the process. Teachers should use the form provided and attach any necessary documentation or instructions. A copy should be given to the parent, and a copy should be kept in the student's file.

If a student is in danger of failing a class the teacher must issue a deficiency notice that includes a remediation plan. The teacher must also have at least two documented phone conversations or conferences to the parent/guardian regarding the student's failure status and remediation plan. Teachers must develop a list of students who are failing their class and submit the list to the counselor and assistant principal.

Each teacher will need to submit a copy of failure log at the end of each grading period to

the counselor and the principal. In addition to the log, each teacher must submit all documentation of remediation plans used, the Parent Contact Documentation Log and the results for the students who receive a failing grade.

Failure lists will be reviewed by the counselor to determine appropriate actions to take to provide the teacher support in helping the student remediate the failure. This may include a referral to the social work department for issues such as chronic absences, or providing students with individual counseling to address social problems. Teachers will assist in reduction of absenteeism by continuing to make phone calls home to students who are absent.

Teachers will implement a program of tutoring. They will facilitate this through a model of cooperative learning and monitor progress. Teachers will develop a plan to remediate student deficiencies using differentiated instructional strategies as well as using multiple intelligence strategies.

* * ***No student may be given an "F" in a subject if a Deficiency Report/Plan of Remediation has not been sent to the parents and returned with the appropriate signatures.***

**Final Exams**

Final exams are mandatory for all ninth through eleventh grade students and these students are not allowed to be exempt from them. At the end of the school year, teachers must leave copies and keys to the final exams for any students who did not take final exams due to legal absences. A staff member will administer the exams during the summer, and a grade will be awarded based on the instructions left by the teacher.

**Incomplete Grades**

Incomplete grades may be awarded in special cases, but the grade must be changed to a numerical grade within 10 calendar days of the next semester. Teachers must speak with the principal before awarding an incomplete grade.

**Textbooks**

Textbooks allocated to a teacher for instructional purposes are the teacher's responsibility. The teacher shall conduct regular checks of the textbooks to ensure that they are not abused or lost. When textbooks are damaged/lost/stolen, the teacher should inform the registrar and take the necessary steps to replace or collect a fine for the textbook. All textbooks not issued must be secured so that they can be accounted for at the end of the semester.

**Cheating**

Cheating on a test, quiz, or assignment is considered by the school to be a serious breach of conduct. The student should be penalized with a zero (which cannot be made up) for the work, with notification to the parents/guardians of the reason for the action. Discussion of the incident with the assistant principal is required before the parent is notified. **Teachers are encouraged to clearly define to students what actions constitute cheating. A statement concerning cheating should be included on the course syllabus.** The following actions are considered to be cheating:

1. Receiving/Using unauthorized materials on a test.

2. Knowingly giving information during a test administration.
3. The passing of definite questions or answers to someone who has not taken the test.
4. The turning in of work for credit that is not one's own, plagiarism.

**Conduct Grades**

Each student is graded on his/her conduct, which is defined as behavior toward teachers, students, and others. The letters ***S, N,*** and ***U*** are used to signify satisfactory, needs improvement and unsatisfactory, respectively. Conduct grades are recorded on the grade collection document at the end of the semester and on all progress reports throughout the year. Conduct never directly affects the academic grade a student earns in the class. Before a conduct grade of "N" or "U" is assigned, contact with the parent regarding the student's conduct must have been made and documented. Parents should never be surprised with their child's conduct rating in a class. Discipline referrals for inappropriate classroom conduct to the administrator should have been made and documented also.

**Grade Change Policy**

Once a grade has been submitted, the teacher may change grades with the proper documentation and permission of the principal. After a review with the principal, grade changes will be considered within two (2) weeks of the date the grade was reported.

**Grade Rebuttal Policy**

In order to ensure students share and discuss report grades with parents in a timely manner, the following policy is being established:

Parents and/or students must file a discrepancy of grade appeal form within seven school days from the first day of school. Only grades from that marking period will be considered.

The process will be as follows: The Principal or designee will review the discrepancy of grade form. This information will then be communicated to the teacher. The teacher will prepare student record of grades for the time period in question and submit all documentation to administration. Administration will review teacher documentation with teacher and parents, and a decision will be determined.

**Grading Scale**

A report card shall be prepared for each student each semester of the school year with the progress in each course designated. Students in grades 9 -12 will have grades displayed numerically. The grading scale for DeKalb County School District is as follows:

| | | |
|---|---|---|
| A | = | 90 - 100 |
| B | = | 80 - 89 |
| C | = | 71 - 79 |
| D | = | 70 |
| F | = | Below 70 |

**Conduct**

No "U" will be given unless the teacher has (1) had at least one conference with the parent and (2) had at least one conference with an administrator. The rationale is that a parent cannot correct what he/she does not know and that administration should be involved in trying to correct the situation if it is serious.

Conduct grades of "N" and "U" should not be a surprise to a student or his parents. These

grades should be documented by referrals to the assistant principal and by conferences with students, parents, and/or counselors.

## GUEST SPEAKERS

All guest speakers are to be approved by the Principal at least two weeks in advance. Receive approval before you contact and schedule the speaker. It is recognized that guest speakers can be valuable assets to classroom instruction. A teacher who utilizes a guest speaker should:

1. Indicate in their lesson plans how the speaker's message is pertinent to state objectives.
2. Have heard the person speak or reviewed transcripts of a speech/lecture by the speaker.
3. Be fully aware of that person's qualifications, including attitude and philosophy, as they pertain to that person's area of interest.
4. Contact the person well in advance of his appearance date.
5. Make arrangements to have the speaker met when he enters the building so that he/she immediately feels welcome.
6. Be fully aware of what the speaker will discuss.

## HONORS

**Governor's Honor Program**

This program is designed to give students an opportunity to interview and participate in a summer program sponsored by the Georgia Department of Education. Students are nominated on a local level and must compete on a county level. Students may compete in communicative arts, science, social studies, dance & theatre, agriscience/biotechnology, technology/career education, and visual arts. Official transcripts and PSAT/SAT scores are required for this program.

## INSTRUCTION

**Progress Reports/Deficiencies/Conferences**

Progress reports, deficiencies, and conferences are three ways to keep parents informed of their child's progress in class.

**Deficiencies** offer a plan of redemption. There sometimes seems to be some confusion concerning objectives and tasks to be described on deficiencies. The objectives and tasks written on the deficiency must be clear and precise so that the parent(s) can implement a plan of action. Objectives should express broad areas such as "The student will be able to pass tests." The tasks are actions the student might take in order that he/she might reach the objective. Examples might be "Take better notes," or "Come by after school for help." Another example of an objective would be "The student will study effectively." Tasks for this objective would be "The student should review his notes on Tuesday nights (Social studies tests are on Wednesday,) and "The student should re-read chapter assignments." Task statements should be activities that parents can monitor.

Teachers must be sure that deficiencies with plans for remediation are given to those students in their classes who are in danger of failing (75 or below) or students who are doing unsatisfactory work. Be sure the student signs

the signature sheet. You may secure copies of these forms from the AP.

Parents who desire conferences with teachers should call the Counselor. A Parent Teacher Conference night is normally scheduled for the week after progress reports are issued.

Each student is encouraged to work closely with a counselor. The Counselor is available from 8:00 a.m. until 4:00 p.m. daily. A student must have a hall pass to come to the Counselor.

**Copies of Deficiency Reports will be collected by the teacher.**

## INSTRUCTION REPRODUCTION

Faculty members should continue to plan so that they can copy materials before the day needed. The machine serves the entire school: administrators, faculty, staff, clubs/organizations, etc. Teachers may use the machine when it is available before school, after school, and during their planning periods.

- The copier room is open for use during the school hours 7:00 a.m. - 7:00 p.m.
- Teachers must NOT send students to use the copier or the cutter under any circumstances.
- Personal items and items in violation of copyright laws are not to be run. Everyone is on his/her honor to use the machine for school-related, school-approved purposes.
- If there is a problem with the machine while you are using it (paper jam or out of paper), please notify one of the key operators. Do not leave the problem for the next user to solve.
- Please remain cognizant that paper is not an unlimited commodity. Everyone must do his/her share to conserve paper. Run copies on the front and back.
- Keep the copier area clean. There is no one available to clean up all of the excess papers. Discard them as you leave the area.

## LESSON PLANS

**Suggested Class Format**

1. Ensure warm-up problems/exercises are given as students arrive to class.
2. Call Roll and enter attendance via infinite Campus while students complete warm-up exercises. (____ min.)
3. Previous Lesson Review & Homework Review Introduce
4. New Lesson and Objectives (_____ min)
    - EOC Objectives
    - GPPStandards/CCGPS
    - List both objectives on the board
5. Guided Practice & Structured Cooperative Learning Activities (_____ min.)
6. Journal Writing and/or Reading Comprehension Activities And/Start Homework/Lesson Summary (_____ Min)

**Lesson Plans Standards**

Lesson plans should reflect the highest level of professionalism and preparation. They should show evidence of sincere thought, reflection, and planning. All planning should be done with the course of study to ensure ALL OBJECTIVES AND/OR PERFORMANCE STANDARDS are being taught, assessed, and re-taught if necessary. Lessons should reflect

the current pacing of the DeKalb County Curriculum Guide for the subject area.

Lesson plans must contain the following:

- Daily and/or Weekly Lesson Objectives or Standards
- Course Objectives or Standards
- EOCT Objectives
- Course of Study #'s
- Pre-Instructional Activities
- Instructional/Transitional Activities

- Formal and/or Informal Assessment Activities
- Technology Usage Activities
- Content Area Reading/Writing Activities
- Library or Video Usage Activities
- Homework Assignment Activities
- Other Comments or Adjustments

Administration will provide feedback on lesson plans.

## PARENTS IN CLASSROOMS

The DAAOE encourages parent participation and involvement. To maintain an optimal learning environment, parents should arrange classroom visits with the assistant principal in order to avoid testing days, field trips, or other similar pre-planned group activity. This should be done at least 24 hours in advance of the visit. Parents are asked to arrive at the school fifteen minutes prior to the beginning of the class to be visited. To assure safety of all students, parents are requested to sign in at the main office upon arrival at school and receive a visitor's pass. While visiting in the classroom, parents should avoid activity which would distract students, such as walking about the room, talking to the teacher during the class, or talking with students. The rights of all students to privacy and to a proper learning environment must be strictly observed.

## PARTIES

Parties are not permitted during the instructional day. There are n**o exceptions!**

## REPORT CARDS

Report cards will be issued four times during the year: the 9th week and the 18th week of each semester. The first three report cards are given to the students in homeroom. The fourth report card will be mailed to parents. Report cards should reflect Carnegie Units earned in seven (7) classes.

## SCHEDULE CHANGES

Students may request schedule changes by the fifth (5th) day of school for the following reasons only:

- To correct an administrative or clerical error
- To make adjustments for failing grades
- To make adjustments for courses made up in summer school
- To add a course needed to meet graduation requirements

It is extremely important that we register all new students during the first week of school. Therefore, schedule change requests will be evaluated and processed for core area changes only in the following order:

Schedule changes will not be made allowing a student to change from one teacher to another or from one period to another for the same course. Schedule changes will not be made to change a student from his/her chosen elective to another elective during the school year.

**Schedule changes will be allowed for the following reasons only:**

- Summer School Credit Received
- Credit received for a class in the past

After the request for a schedule change has been submitted, students will be informed to continue attending class, completing assignments, and participating in class activities until he or she receives an official print out of his/her new schedule if it has been approved. Students whose requests are denied will be notified at the time schedules are given to all students.

All teachers will receive updated class lists the first three Fridays of each Semester. Teachers are not allowed to change schedules, add students to rolls, or delete students from rolls. This is the responsibility of the AP or the counselor. It is imperative that all students are assigned to a class each period.

## SUBSTITUTES

**Substitute Folders**

Each teacher will maintain an up-to-date substitute folder which will include the following information:

1. Teacher's name, buddy teacher, duty assignments, and helpful students in each classroom.
2. School Schedule and Lunch Schedule
3. Course Syllabus (or syllabi)
4. Class Rosters (computer-generated printouts) - Update periodically when changes are made.
5. Seating Charts
6. Duty Roster
7. Fire Drill Procedures and Fire Evacuation Plan
8. Intruder Alert
9. Tornado Drill
10. Classroom procedures
1. Administrator's names

The Sub Folder must be submitted to the AP by the end of the first week of school each semester.

**Emergency Substitute Lesson Plans**

A five-day lesson plan for emergency use only is to be placed on file in the office of the assistant principal at the beginning of the year and updated each semester as necessary. In addition to instructional activities, this plan should include the emergency preparedness procedures. See the Substitute Folder information above for all other items that must be included in the Emergency Substitute Lesson Plan Folder.

## TEXTBOOKS

***Textbook Issuance***

Teachers are responsible for issuing textbooks, conducting random/frequent book checks, and collecting textbooks at the end of the semester. Money for lost textbooks will be collected by

the registrar. If students lose textbooks, the teacher should contact the parents and advise them of the book's price and the payment options (cash or money order only). The teachers should stress to the students the importance of keeping up with their books at all times.

A. Textbooks will be issued at the beginning of each semester and collected at the end of that semester.
B. Each student who receives a textbook must sign for his/her textbook after the teacher has scanned it into the computer database. Teachers are responsible for indicating the book number (found on the inside cover of the book) and for ensuring that all information is complete and correct.
C. Teachers should write the student's name, the teacher's name and the semester/year inside the book's cover. Books cannot be returned expeditiously if the information is not legible.
D. Teachers should retain possession of student signature list until the end of the semester. Students are responsible for returning their textbooks in the cases of schedule change or school withdrawal.

***Textbook Return***

All teachers must take up all textbooks at the end of each semester, as students may or may not return to the same class/teacher for the new semester.

A. When a student returns the textbook that was issued to him/her at the beginning of the semester, he/she will be checked out electronically.
B. If a student does not return the textbook, the teacher should submit the electronic copy and hard copy of the student's name and text book number under the LOST category. Teachers should also keep a running list of students who did not return textbooks, so that another book of the same title is not issued to them the next semester.
C. Students who owe for textbooks must make payment to the Registrar in order to clear their records. At no time should teachers accept money from students for textbooks.
D. The student may make payment in the form of cash or money order only. No checks will be accepted by the school for any reason.
E. Per DeKalb County School District's Board Policy, students who do not make restitution for lost textbooks will not be issued a textbook of the same title.

***Registrar's Textbook Procedures***

The accountability for textbooks and resource materials will be facilitated by the registrar. All requests for additional materials should be given to the AP, who will work with the registrar to determine if enrollment necessitates the ordering of additional materials. At the end of each semester, the registrar will take a complete inventory of all textbooks and materials, and the registrar will submit a detailed list of textbook and material losses to the AP.

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***See also DCSD Policy---Textbooks.***

## VIDEO GUIDELINE

A teacher should only show videos that are cataloged in his/her subject area. Copyright laws must be followed when showing videos to classes. At all times, the videos shown must be instructionally valid to the content currently being taught as evidenced by the teacher's lesson plans. The videos may not be used for entertainment, rewards, fundraisers, or time fillers. The use of all audiovisual materials must be for **instructional** purposes. This includes the showing of full-length films and videos used in the classroom. Film/videos used during instructional time should be those that students would not typically view on their own. (Example: Popular films which most students have seen or are likely to see on their own should not be shown in class.)

As a teacher plans the use of a video in his/her instruction, the teacher should consider the language, the violence, and the social and/or historical accuracy to determine if the video truly appropriate. **Approval from the Principal is REQUIRED before showing any video not ordered from the Learning Resource Center.**

During instructional time, films/videos may not be used as rewards, fillers, or entertainment. Films/videos used for these purposes should be shown outside the school hours. Films/videos may be used instructionally, however, as a supplement to the content taught during a lesson/unit or for enrichment at the conclusion of the lesson/unit, provided there are valid instructional objectives for use of the film/video.

**The use of videos, DVD's, and all films must be pre-approved by the principal or the AP.** This request form may be obtained from the AP and must be filled out completely and submitted for approval at least 7 to 10 days prior to the day the teacher wishes to show the **film, video or DVD.** If any objectionable material/language, violence, or adult situations are present in the film, video or DVD, the teacher must personally discuss the nature of the material with an administrator and may be required to send a viewing permission slip home for a parent or guardian's signature.

## WEBSITES

Each teacher is required to create an instructional webpage. (Details will be given to you.)

## ZERO POLICY (RE-DO POLICY)

The Zero Is Not an Option Policy gives students an opportunity to re-do substandard work and to improve low grades.

**Retests:**

- Students will have an opportunity to retest.
- Students must attend a remediation session and must retest within a week of receiving a low grade.
- Students must attend a remediation session and must retest within a week of receiving a low grade.
- Students must show proof of studying (i.e. Study cards, recopied notes) before the retest.
- The highest score a student can make on a retest is 75%.

**Daily assignments:**

Students will have an opportunity to resubmit daily assignments.

- The teacher has the right to substitute a new assignment.
- Students have a one day time limit for

completion of the assignment.

- All makeup assignments are given before or after school or as outlined by the teacher.
- The highest score a student can make on assignments that are resubmitted is 75%.

**Amnesty Day:**

- Each teacher will reserve one day of "Amnesty" near the end of each semester. Students will be allowed to make up zeros at this time.
- The highest score the student can receive is 75%.

# III SAFETY AND ORDER

## ABSENCES - STUDENT

**Student Attendance Policy and Procedures**

All classroom teachers are to record absences and tardies for students on their class roll for each class session. If a teacher is absent, he/she must check when he/she returns to insure that class attendance is recorded. If the class does not meet during its scheduled time, the teacher will receive directions from the AP on how to mark the attendance for the class period. If a student is absent for three or more consecutive school days, the teacher is to contact the parents. To view the Board Policy on student attendance, refer to pages 15 and 16 of the *DeKalb County School District Code of Student Conduct, Student Rights and Responsibilities, and Character Development Handbook*, 2015-2016 (Middle School and High School Edition).

**Attendance Policy**

Attendance at school is essential to the learning process. Students are expected to attend school for the entire day. Students are expected to be on time to each scheduled class and homeroom. If a student is on campus, but not in class during school, the student is considered to be TRUANT and his/her parent/guardian will be called. Absences, according to Georgia State School Law, must be recorded as either EXCUSED OR UNEXCUSED.

Excused absences are defined as:

1. Personal illness or medical appointment
2. Death in immediate family
3. Religious holiday
4. When attendance could be hazardous as determined by the DeKalb School District
5. Service as a Page for the General Assembly
6. Suspension
7. Court subpoena

NOTE: For seniors, the days missed for testing, school sponsored field trips, religious holidays, and guidance activities will not count against the days for final exam exemption.

**Absences**

The following process will be used for all absences:

On the first day of attendance after an absence, the student must bring a written excuse from a parent/guardian stating the specific reason for the absence. The excuse must be presented to the homeroom teacher. The parental excuse must show:

1. Date
2. Full name of the student
3. Date(s) of absence
4. Parent/guardian signature and telephone number
5. Reason for absence

Students with no excuse for an absence will be counted as having an unexcused absence. Unexcused absences due to truancy or class cutting will result in disciplinary action. In addition, students will be given a zero for all work missed.

**Plan of Action for Unexcused Absences:**

1. Students missing three (3) unexcused days will receive the first warning letter.

Teachers are required to call parents/guardians.

2. Students missing five (5) unexcused days will receive a letter from the attendance office, will be placed on an attendance contract, and will be referred to the counselor/social worker.
3. Students missing ten (10) or more unexcused days will receive an attendance certificate of non-compliance and will be referred to the social worker and possibly withdrawn.

**Tardiness**

Students who arrive at school after the beginning of first period are considered tardy. A tardy student should have a note from a parent/guardian stating the reason for his or her being late. Tardies are excused on the same basis as absences. Excessive tardiness will result in disciplinary action.

**Plan of Action for Tardies:**

1. Students will be given a teacher warning for the first two tardies. Student should be required to sign classroom tardy log.
2. On the 3rd and 4th tardies, the teacher should assign a detention and contact the parent.
3. Students earning 5-7 tardies will be assigned Administrative Detention. Teachers should provide documentation of prior intervention and submit to the Attendance Office.
4. Students earning seven to nine (7-9) unexcused tardies per semester will be assigned Administrative Evening School, will be denied Driver's License Attendance Forms for the semester, and will be placed on an Attendance Contract for one semester. Seniors will not be eligible for final exam exempt status. Furthermore, these students will be referred to the counselor and social worker. Students that elect not to attend Administrative Evening School when assigned will be suspended.
5. Students earning ten (10) unexcused tardies per semester will be assigned Administrative Evening School and will be denied Driver's License Attendance Forms for the school year. Also, junior and senior students will be denied driving privileges for the year. Seniors will not be eligible for final exam exempt status. Furthermore, these students will be referred to the counselor and social worker. Students that elect not to attend administrative Evening School when assigned will be suspended.
6. Students earning more than ten (10) unexcused tardies per semester will be withdrawn and/or referred to the social worker.

**Returned Mail**

A letter not returned by mail to the school will be assumed received by the parents. If mail is returned, the AP or the registrar will contact the student and/or parent and require current proof of residency (electric or gas bill) before mail is released or before the student is allowed to attend classes at DAAOE.

## APPLIANCES

According to the Fire Marshall code, appliances are NOT permitted in classrooms. This includes coffee pots, microwaves, refrigerators, portable heaters, hot plates, etc. However, microwaves, coffee pots, and refrigerators are permitted in

the faculty lounge (see the business manager for details).

## BADGES

Every DAAOE employee is required to have a DCSD identification badge. Badges must be worn at all times. An employee who has lost his or her badge should notify the secretary immediately.

## CAFETERIA PROCEDURES

Over fifty (50) students eat in the cafeteria at one time. The following are the cafeteria expectations:

- **All students MUST REMOVE TRAYS AND OTHER TRASH FROM TABLES.**
- **All students must remain in their seats throughout the lunch period.**
- **All students must follow directions of adults on duty**.
- **All students must enter the cafeteria in an orderly manner.**
- **At the end of lunch, teachers are to be at their doors to clear the hallways and begin instruction promptly.**

## CLASSROOM CLEANLINESS

***Responsibilities***

A definite relationship exists between instruction and good housekeeping. A room properly cared for gives the impression of orderliness and efficiency together with the feeling that the teacher wants to present his subject in the best possible environment.

At the end of each class and prior to dismissal of the students, all paper and extraneous matter should be picked up and placed in the trashcan. This can make a great difference in the attitudes and sense of responsibility of most of the students.

Floating teachers are expected to leave each room in a neat and orderly condition. At the end of the day, the last teacher to use a particular room should see that all paper is picked up and the door is locked securely.

***Reminders:*** Custodians will be responsible for routine cleaning of the floors, as well as maintenance of lighting, ceiling tiles, and touch-up painting as needed. In the event of an emergency, please contact the front office for custodial needs.

The classroom teacher is responsible for making sure that the room is kept neat and clean. In addition, all bulletin boards should be neat, content related, attractive and changed with the change in units of study.

Student work should be posted, current, and relevant.

## CONFISCATING ITEMS

The teacher may confiscate a prohibited item from a student. However, if the student is uncooperative, the teacher should avoid a confrontation with the student and seek administrative assistance. If a teacher confiscates an item from a student, that **teacher becomes liable for the property taken from the student.** It is recommended that the item be given to an administrator as soon as possible. Items are then secured, labeled, and released at the discretion of the Principal. The

following items are prohibited at Destiny Achievers Academy of Excellence.

| | |
|---|---|
| **Cards** (playing, mystery, game, etc.) | Sports/trading cards |
| Curlers/head scarves | **Headphones** |
| MP3 Players/ iPods | PSP/Video Games |
| **Dice** | Toys |
| Chains | Wallet with chains |
| Reusable drink containers | Water/play guns |
| Beepers/pagers | Cameras |
| Comic books | Walkie-talkies |
| Metal picks | Stuffed Animals |
| Grilles | Blankets |
| CD/Player | Squeeze bottles |
| Laser pointers | Sunglasses |

## CONFLICT RESOLUTION

## CRISIS INTERVENTION PROGRAM

Tragedies may occur at any time. The following steps should be taken in unfortunate events which impact staff, faculty, and students. Teachers will use the walkie-talkie to call for any student who may need immediate individual counseling after the announcement of a tragic situation affecting our school.

## CUSTODIAL SERVICES

Custodians will be responsible for routine cleaning and maintenance as needed. Maintenance request forms are located in the front office. Teachers should submit request forms to the building manager as soon as possible if he or she is in need of support. For emergencies, contact the front office. Please provide as much information as possible about the problem and describe as completely as possible what needs to be done.

To ensure a safe and nurturing classroom environment, please adhere to the following:

- Keep all door windows clear of any items and coverings.
- Check classroom during each period for any debris and books.
- Organize classroom and personal space to present a neat physical setting.
- Report any needed repairs immediately to the building manager.

**All rooms will be checked randomly by the Administrative Team.**

## DETENTION

**Teachers may assign detention** for rule violations or misconduct. The amount of time to be served is left to the discretion of the teacher. The student must be given one day's notice to arrange transportation home or the teacher may contact the parents to notify them of the detention in advance. Remember to let the parent know what time to pick up the student so that he/she can exit the school campus immediately after completing detention. The teacher should keep documentation that proper notice has been given for the detention. If a student fails to show for teacher detention, the teacher may refer the student to an administrator for additional consequences.

Students may also be assigned **Administrative Detention or Administrative Evening School (AES)** as a consequence for discipline infractions as outlined in the *Student Code of Conduct.* Please note that **only an administrator can assign** a student to ISS, Administrative Detention, or AES.

## DISCIPLINE

A brochure has been prepared in accordance with the Discipline Procedures of the DeKalb County School District. It contains important information for school personnel, students, and parents. Included in the *Student Code of Conduct* is an outline of student offenses and the various dispositions relating to these offenses.

Disciplinary action will include appropriate hearings and reviews and, in all cases, the rights of individuals will be ensured and protected. Disciplinary actions will be administered consistently throughout the DeKalb County School District.

These brochures are given to each student who must sign for it upon receipt. Students receive the brochure and are taught and tested on the brochure's content. A student must make a minimal score of 90% in order to pass the test. All new students will be administered the *Student Code of Conduct* by an administrator or counselor upon completion of registration or at the designated time.

## DISMISSAL OF STUDENTS

**Teachers are to stand at the door at the end of the school day.** Students will be directed out of the building. Dismiss only students with a scan key when directed by an administration.

## DRESS CODE FOR STUDENTS

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to DeKalb County School District dress code requirements ((pages 59-60 in the *DCSD Code of Student Conduct*). Students who fail to comply with the DeKalb County School District's dress code requirements, as enumerated below, may be charged with Offense #25 - Student Dress Code Violation (see pages 17):

- Students are expected to follow all school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing or jewelry that disrupts the educational process or endangers the health or safety of other students, staff or visitors is prohibited.
- Clothing, insignia, symbols, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco is prohibited.
- The wearing of clothing which shows offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waist line, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited. Note: Students/Parents are urged to review local

school handbooks for any additional requirements related to student dress.

**Student Dress Code Violation**

All students are expected to dress appropriately and to adhere to the student dress code. Students must wear the school uniform.

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE CHARTER HIGH SCHOOL STUDENT DRESS CODE REQUIREMENTS**

**All students must wear the school uniform. (See Student Dress Code.)** The teachers, staff, and administration of DAAOE Charter High School will enforce this dress code standard consistently. There will be no headgear worn in the building. This includes hats, scarves, bandanas, do-rags, headbands, hooded jackets, hooded shirts, or hooded sweatshirts. All students are required to wear shoes. Flip flops, beach and shower shoes, open-toed sandals, and house shoes are not appropriate wear for school.

## ELECTRONIC AND/OR COMMUNICATION DEVICES IN CLASSROOM

Electronic and/or communication devices are to be left at home. If a student has such items in the classroom adhere to the following protocol:

1) The teacher should confiscate the item and label the item with the student's name, homeroom, and the teacher's name.

2) The item must be immediately secured so that the item is not lost or stolen while in the teacher's possession. (REMEMBER: **The teacher is liable for the item.**)

2) During the passing period, the teacher should give the item to an administrator.

4) The item will be secured in the front office and held for parent pickup. Items will be returned at the Principal's discretion.

**If a student refuses to give you the item do not stop your instruction. DO NOT confront the student. DO NOT attempt to take the item. Use the two-way radio to ask for an administrator to come to your room.**

## FIRST AID KITS

All first aid kits and materials are housed in the Attendance Office.

## FOOD SALES

In keeping with the requirements of State Standard E 4.4, except for the regular school lunch program, no food items of any type are sold until after the regular school day has ended at 3:10 p.m. **After school food sales must be approved in writing by the Principal.**

## HALL PASSES

Instructional time **must** be experienced by all students. No student should be out of class during instructional time. Only if an emergency situation arises should a student be given a hall pass. No student will be allowed to leave class or walk in the halls without an official hall pass from the instructor. Do not allow a student from another room into your classroom without a proper pass completed and signed by a teacher or an administrator. Do not send a student to the office unless an administrator, counselor, or office personnel sends for the student. An exception to this policy is during an emergency situation only.

## HALL RULES

A student in the hall or on any part of the campus during class time must have a pass. Designated passes are to be used as a hall pass. No passes should be issued to students during the **first fifteen (15) minutes of class or the last fifteen (15) minutes of class (15/15 Rule).** Teachers should keep in mind the importance of instructional time and the need for **each** student to be in class the entire class period.

## IN-SCHOOL SUSPENSION/ALTERNATIVE INSTRUCTION (AI)

In-School Suspension will be referred to as Alternative Instruction (AI). AI is a structured disciplinary environment in which a student is isolated from regular classroom activities. Students assigned to AI are counted present for the assigned day(s). Students have the opportunity to complete their academic assignments from their regular teachers. Students are required to follow a set schedule and follow the rules and procedures of the Alternative Instruction program and DAAOE Charter High School. Students must also abide by the expectations and policies of the Student Code of Conduct.
(See memo regarding duty assignments.)

**FAILURE BY STUDENTS TO FOLLOW RULES AND ABIDE BY THE POLICIES OF AI, DESTINY ACHIEVERS ACADEMY OF EXCELLENCE CHARTER HIGH SCHOOL AND/OR THE STUDENT CODE OF CONDUCT WILL RESULT IN ADDITIONAL CONSEQUENCES, SUCH AS ADDITIONAL DAYS OF AI OR OUT-OF-SCHOOL SUSPENSION. THE SPECIFIC CONSEQUENCE WILL BE DETERMINED BY THE ASSISTANT PRINCIPAL IN CONSULTATION WITH THE AI FACILITATOR.**

**Work for Students in Alternative Instruction:**

It is the teacher's responsibility to provide work for their students while they are assigned to AI. The work must be equivalent to the course work the other students are receiving in the classroom. All work should take at least 60 minutes to finish each day assigned. In some cases, students are assigned to AI on a same-day basis. At this time, they are placed on the "Present in AI list", and the teacher will be asked to provide work for the student at that time. Teachers should also provide a number of one-day emergency packets for students who must be placed immediately. If work is not received in a timely manner, a formal request will be issued by an administrator. Students must receive credit for any work completed in Alternative Instruction.

## INTRUDER ALERT PROCEDURE

This procedure has been developed to alert staff members to the presence of intruders in the building. The announcement is coded so students are not alarmed. Upon hearing the announcement, teachers will lock the classroom doors and retain all students inside the room until the all-clear announcement has been made. **Neither teachers nor students are to be in the hallways during the Alert**. The announcement that will signal teachers to put into effect the intruder alert procedures is, "This is an Intruder Alert."

## INJURY ON SCHOOL PROPERTY

Any student injured on school property should be sent to the office. The event should be reported to an administrator. The parent will be called, and a decision will be made on the need for further assistance. An injury/accident report must be filled out for all persons injured on school property.

Should an employee's accident or injury occur during school hours, the injured party must report the accident to the principal and complete a written report on the accident. (See the secretary.) The reports are in the main office and should be completed and given to the attending physician or sent to the insurance company.

## KEYS

Building entrance keys are provided to appropriate faculty/staff to unlock doors at designated building entrances that need to be accessible after regular hours of operation.

**Students should never be allowed to take possession of school keys.**

Duplicate keys and re-keying will be at discretion of principal. Replacement keys and identification badges must be requested through the principal.

*If an employee loses or misplaces his/her key, he/she must notify the principal immediately. The employee will be charged a fee of $5.00 per lost key.*

## SAFETY

Hazardous and unsafe conditions regarding buses, parking, grounds, classrooms, equipment, etc., must be reported to the principal immediately.

## SUPERVISION OF STUDENTS

When students are engaging in school-sponsored activities or traveling to and from school on school buses, they are expected to follow the rules and regulations governing student behavior as outlined in the Student Code of Conduct.

The Board of Directors expects all students to be under the supervision of an assigned adult at all times when they are in class or on school grounds, on a school related trip, or engaged in school-sponsored activities. School personnel assigned to supervise students are expected to act as reasonably prudent adults in lieu of parents in providing for the safety of the students in their charge. In keeping with this expected prudence, no teacher or other staff member shall leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency. The principal must be notified.

## TOBACCO USE

As of September 1, 1987, the use of tobacco products by faculty, staff members, other employees of the school system, and visitors is prohibited on school property. This policy has been passed for the welfare and best interest of all employees and as an example to our students that the use of tobacco is

discouraged. Should this policy be violated, the following actions will be taken:

1. First Violation – Letter of direction from the principal will be placed in the employee's file and will be removed after one year if no further violations are incurred.
2. Second Violation – Letter of reprimand from the CEO or designee will be placed in the employee's file and will be removed after one year if no further violations are incurred.
3. Third Violation – The teacher will received three days suspension without pay.
4. Fourth Violation – Indefinite suspension and possible termination for violation of board policy and for insubordination.

# IV. POLICIES AND PROCEDURES

## ANNOUNCEMENTS

Announcements will be made to all students at 9:00 a.m. to 8:15 a.m. in the cafeteria each morning.

## SCHEDULES

8:00 a.m. to 4:00 p.m.
(Subject to Change)

| Daily Class Schedule | |
|---|---|
| 7:30 a.m. - 8:00 a.m. | Breakfast |
| 8:00 a.m. - 8:15 a.m. | Announcements |
| (All students report to the cafeteria) | |
| 8:15 a.m. - 9:05 a.m. | First Period |
| 9:10 a.m. - 10:00 a.m. | Second Period |
| 10:05 a.m. - 10:55 a.m. | Third Period |
| 11:00 a.m. - 11:50 a.m. | Fourth Period |
| 12:00 p.m. - 2:00 p.m. | Fifth Period |
| 12:00 p.m. - 1:00 p.m. | Lunch |
| 1:05 p.m. - 2:00 p.m. | Class |
| 2:05 p.m. - 2:55 p.m. | Sixth Period |
| 3:00 p.m. - 3:50 p.m. | Seventh Period |

## BOOKKEEPER HANDBOOK

**(See attachment.)**

## CALENDAR REQUEST

All requests for activities and events must be submitted to the secretary on the designated forms.

## EMPLOYEE ACCIDENT REPORT

In case of an accident or injury on school campus, complete an Employee Accident Report with the secretary, Ms. Haddock.

## ENERGY CONSERVATION

Energy conservation should be a matter of great concern to all citizens. Schools are not exempt from inflationary costs or from the need to conserve energy sources. Each year an increasing percentage of the school system's operating budget must be devoted to financing the escalating costs of utilities. As a result, it is important for each of us to do our part to implement a successful program of energy management. The following guidelines should be known to all teachers and staff members and must be implemented at once.

1. All lights will be turned off in offices and classrooms when not in use. Teachers should take steps to see that lights are turned off during the lunch period and that

lights are turned off in their classrooms when they leave for the day.

2. Tree lights and other decorative lights will not be used at any time.
3. Heaters may not be used in classrooms.
4. Report to the assistant principal any water Fountain leaks, faucet leaks, running commodes, etc., so that steps can be taken to correct the problems.
5. A double loss is incurred when hot water is wasted.
6. Do not leave the lights on for the custodian. The custodian will turn on the lights when needed for the purpose of cleaning and will turn off the lights when the cleaning is completed.
7. The media center lights should be turned off at The end of the day when students are not present. .
8. All outside doors are to be closed during the school day. Teachers in the classrooms closest to the outside doors are asked to help keep the doors closed.

## EQUIPMENT RESPONSIBILITY

**All staff members are responsible for school equipment and/or instructional material in their possession.** If the equipment or material is lost or stolen, the teacher to whom the item is assigned is responsible for replacing it and/or completing the appropriate Risk Management Form. (See the secretary for the form.)

### *NEW STUDENT CLUB OR ORGANIZATION PROPOSAL PROCEDURES*

Student/Faculty requests or proposals for consideration of approval of new clubs or organizations must be submitted and approved by the Principal. Such requests for consideration and approval of new student clubs or organizations must include the following:

1. A sponsor's name who has agreed to sponsor the club or organization
2. Students' names requesting the club or organization
3. Goals and purpose of the club or organization
4. Proposed meeting times of the club or organization
5. Any other information requested by the administration

## FUNDRAISERS

**The principal or designee must approve all fund raising activities** by teams, clubs, or other school-sponsored organizations IN ADVANCE. Only school-sponsored fund raising activities will be allowed on the Destiny Achievers Academy of Excellence Charter High School's campus. Organizations must file a Fund Raising Application with the school's secretary. The secretary will submit the application to the principal. You must have approval from the

principal **BEFORE** ordering any materials for a fund raising project.

## LEADERSHIP TEAM

**The purpose of the Leadership Team is to:**

- Prepare, review, and monitor the Consolidated School Improvement Plan with the assistance of administration.
- Act as the school's problem-solving team pertaining to issues of student achievement and school/community relations.
- Report to the faculty at each scheduled department meeting and faculty meeting regarding the findings and results of each School Leadership Team meeting.

The team is required to maintain and file an agenda, attendance, and minutes for each meeting, including the topics covered and the decision made.

## MAILBOXES

Mailboxes are located in the administrator's office. All administrators, faculty, and staff are expected to check their mailboxes upon arrival and before leaving each day. All mailboxes should be clear of all mail in the afternoon.

## MEALS

## MUTUAL CONSENT

It shall be the professional practice of DAAOE Charter High School for all parties in a conference to mutually agree if the conference will be recorded or videotaped. This agreement shall be vocal and recorded. Further, all parties shall be provided a copy of the taped conference upon its completion. If all parties do not mutually consent or if all parties will not obtain a copy of the conference at its conclusion, then the conference shall be postponed until further notice and referred to the principal or CEO.

If all parties consent to a recorded conference, then the staff member should stop the conference to retrieve a tape recorder from the media center.

## MEDICATION

Medication will not be administered to students (this includes aspirin). Students who must take legally prescribed medication must complete the appropriate form. If a student is to take legally prescribed medication, the parent or guardian must bring the medication to the school in its original container and store it with the secretary for dispensing to the student at the specified times. Any faculty or staff member taking medication must keep the medication in its original container and must not share this medication with anyone including students and other staff members.

## NOTICE TO PARENTS

All letters and notices to parents must be approved and signed by the principal before an employee sends the correspondence home to parents. A copy of all correspondences sent home must be filed with the secretary.

## PARKING

The parking area is off limits during the school day, including during the lunch period. Students arriving at school in automobiles must park and **leave** the automobile upon arrival on the campus. Under no circumstances are students permitted to sit in cars parked on the campus or in the vicinity of the campus.

Students who drive to school must clearly understand that they are personally responsible for any item that is found in their car parked on the school campus. If they do not need an item for school, they should not have it on campus.

## PTSO

The Parent-Teacher-Student Organization (PTSO) is an essential part of our school community. It represents the partnership between the school and home on behalf of students. We encourage all administrators, faculty, and staff to join the PTSA. PTSO dues are $10.00.

## SCHOOL SOCIAL WORKER

**School Social Work Department**

The school social worker will provide professional services to help both the personal and academic needs of the student. The school social worker will also assist with the Student Support Team's (SST) efforts; will work with the attendance office; will spearhead investigations of suspected child abuse; and will work with the counselors and families to recommend agencies to assist with emotional and social issues affecting students and families. An employee may make a referral to the school's social worker by meeting with the student's counselor or the principal.

## ADVERTISING/POSTERS/SIGNS

Posters, fliers, signs, and advertisements of any kind must be:

- student related and
- approved by the principal prior to display.

**NO SIGNS, FLIERS. ADVERTISEMENTS OR POSTERS ARE TO BE FIXED TO WINDOWS OR GLASS PANELS.** All posters and signs must be removed immediately after the event has taken place.

## PUBLICATIONS AND PRINTED MATERIALS

No advertising is permitted in the school or at school activities unless it pertains to DAAOE Charter High School or the school's partners. Handouts (giveaways) at school or at a school activity that advertise a business or product are not allowed and are in violation of board policy. Posters and class work must be carefully

removed from display as they become out of date.

Use of school letterhead is allowed only for official school-related correspondence and **must be approved by the Principal. There are no exceptions.**

## STUDENT SUPPORT TEAM

The Student Support Team is a system-wide program designed to assist students academically and behaviorally through collaborative efforts to modify existing educational programs. All teachers and staff members in contact with identified students are expected to attend and participate in the scheduled SST meetings. Teachers are also expected to refer students to the counselor and SST chairperson who may benefit from the SST process as soon as the need is identified. In addition, teachers shall complete all necessary paperwork expeditiously and keep accurate records of attempted strategies and results.

## TELEPHONES

**Telephones/E-Mail**

Each teacher is required to make his/her school's e-mail address available to parents and guardians. This information should appear on syllabi, the school's website, and any school-related brochures to parents. It is critical that teachers utilize all available means of communication to reach parents and afford them the opportunity to reach the teachers. All contacts must be documented on the Parent Contact Log.

Employees should check their E-mail upon arrival to work, during their planning period, and prior to leaving for the day. Employees should not leave work without reading all unread e-mails. Employees must respond in a timely manner to any e-mail sent from a parent or from a local school or county level administrator.

**Telephone Calls**

When a teacher receives a non-emergency call during instructional time, a message will be taken and placed in the teacher's mailbox. Teachers must not use their personal cellular telephones during instructional time.

It is vital that all teachers not allow students to use cell phones in the classroom.

**Use Of Telephones/cell phones**

Use of office phones by students is restricted to calls for the purpose of checking out. Cell phones Students must turn off their cell phones during school hours.

## VOLUNTEERS AND VISITORS

Parents are welcome to visit the school and classes at the beginning of the class period so that they do not disturb the instructional process. They should check in with the secretary in the front office, and they will be given a visitor's pass. Student visitors are not permitted except in certain rare instances, and then only with the prior approval of the

principal. All non-students of DAAOE Charter High School should be referred to the main office or asked to leave in the event that they do not report to the principal. An unannounced visitor should not be allowed to interrupt instruction.

## WITHDRAWAL PROCEDURES

Student withdrawals are requested by parents or guardians only. After the request is made, the registrar will notify the teachers to check any books in and will notify the parent of any pending charges.

## WORKMAN'S COMPENSATION

Without exception, reports of all work related accidents or injuries must be sent and/or faxed by the bookkeeper to the Workers' Compensation Department within 24 hours of the accident. Time is of the essence. An employee must not delay submitting any forms awaiting signatures or additional information. The employee must submit whatever information he/she has immediately.

# EMERGENCY PROCEDURES

| **Fire/Evacuation Procedures for all teachers** | **Intruder Alert** | **Tornado/ Storm Warnings** | **Accident/ Injury** | **Bomb Threat** | **Power Outage**<br>**Student Death/Suicide** |
|---|---|---|---|---|---|
| ▪ Know the pre-designated evacuation route and assembly area for your classroom.<br>▪ Evacuate when you hear the fire alarm bell<br>▪ Take emergency folder that must include a student roster.<br>▪ Close all windows to contain the fire.<br>▪ Close classroom door and turn off the lights as you depart the room.<br>▪ Move students 1000 feet from the building to ensure fire lanes are not blocked.<br>▪ Account for all your students and report any missing students.<br>▪ Survey your area to ensure there are no injured students.<br>▪ Keep students in the assembly area until the "all clear" signal has been sounded. | ▪ Respond to the two-way radio announcement that an intruder alert is in effect by immediately locking all doors and windows and closing blinds.<br>▪ Do not allow anyone to leave the classroom.<br>▪ Students in the hall should be ushered into the nearest classroom to the student.<br>▪ Encourage students to remain quiet, calm and seated.<br>▪ Remain in lockdown mode until the "all clear" message has been received. | ▪ Know the pre-designated hallway your class has been assigned.<br>▪ Teachers in mobile units, move inside the main building to designated areas when notified of storm warnings.<br>▪ Secure the trailers and have students bring only personal belongings to provide protection from flying debris (coats or notebooks to put over their heads and arms).<br>▪ When the Tornado Warning is given, direct students to seek cover in the hallways and take the protective seated position facing the wall and hands and arms covering head and neck.<br>▪ Neither staff members nor students will be allowed to leave the building during a Watch or Warning.<br>▪ Take your class roster and remain | Some employees are trained in first aid:<br>▪ Notify the front office of the emergency.<br><br>In critical situations:<br>▪ Notify an administrator.<br>▪ Keep students away from the vicinity of the injured person.<br>▪ Call a family member.<br>▪ Complete the appropriate injury report. | Bomb threats require the evacuation of the building. Teachers should do the following:<br>▪ Take emergency folder with class roster and evacuate the building.<br>▪ Use the Fire Drill routes and move to same assembly area.<br>▪ Ensure students are 1000 feet from building.<br>▪ Ensure that neither you nor your students use a cell phone which could detonate certain types of bombs.<br>▪ Account for all your students and | **Power Outage**<br>During a power outage, we will remain in the building as long as the emergency generator is working. When the generator is not functioning, the building must be evacuated. Use the Fire Drill routes and move to same assembly area. Ensure students are 1000 feet from building. Account for all your students and report all missing students. Teachers and students |

| | | | | | |
|---|---|---|---|---|---|
| | | with your class to ensure all students are present and are taking safety precautions.<br>▪ Teachers and students should remain in the secure area until the "all Clear" signal has been given. | | report all missing students.<br>▪ Teachers and students should remain in the secure area until the "all clear" signal has been given. | should remain in the secure area until the "all Clear" signal has been given.<br><br>**Student Death/Suicide**<br>Notify the Principal immediately of your knowledge of any student's death by email or by telephone. Contact a counselor or administrator immediately if a student threatens suicide. |

## CODE OF ETHICS FOR EDUCATORS

**Standard 1:_Criminal Acts** - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

**Standard 2: Abuse of Students** - An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing or soliciting any unlawful sexual act;

4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.

**Standard 3: Alcohol or Drugs** - An educator should refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

**Standard 4: Misrepresentation or Falsification** - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:
1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

**Standard 5: Public Funds and Property** - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests for reimbursement of expenses or for pay;

4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board.

**Standard 6: Improper Remunerative Conduct** - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

**Standard 7: Confidential Information** - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results. unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

**Standard 8: Abandonment of Contract** - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:
1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

**Standard 9**: **Failure to Make a Required Report** - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance, and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

**Standard 10: Professional Conduct** - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

# TEACHING AND LEARNING EXPECTATIONS

1. Students should always remain our focus.

2. Student success is dependent upon teacher and staff attendance. Therefore, it is our expectation that all employees report to work. In the event of an absence, all employees must notify the supervising administrator or designee following the process communicated at the campus level and all teachers are expected to call the computerized substitute teacher assignment system. In an era of accountability, all employees should be mindful of their attendance and the impact that attendance has on student learning outcomes and employee morale.

3. All employees assigned an email account must maintain accurate information on his/her resume section of the First Class account. All employees are also are expected to consistently check emails for information, updates, meeting reminders, professional development activities, policy updates, and all other information sent via the email system.

4. Instruction is our core business. Instructional time is to be protected at all times. Personal business should not be conducted during students' instructional time. Use of cell phones for such is expressly prohibited during instructional time. Also, students should not run errands or conduct similar activities that take them away from instruction. Parents expect students to receive quality instruction and to achieve; therefore, all actions that compromise instruction and student achievement are expressly prohibited. All certificated employees should follow the Professional Standards of the PSC.

5. All Teachers are expected to consistently implement and document all aspects of the instructional and leadership frameworks and processes as communicated by the Division of Teaching and Learning. This includes the Seven-Step Instructional Process, PreK-12 Alignment of Expectations, Pre-Planning activities, and the First Week of School activities, and Response to Intervention (RtI) process, to name a few.

6. All teachers are expected to plan for instruction. Starting the second week of school, all lesson plans should be emailed to the AP and posted in the lesson plan conference located on the little red schoolhouse as directed by the principal. The following resources are expected to be used as Teachers should plan relevant and engaging lessons for the students of Destiny:

    - Curriculum and Pacing Guides provided by the Division of Teaching and Learning for elementary, middle and high schools
    - Standards for Course/Grade Level
    - Power Standards for Course/Grade Level
    - Classroom Profiles
    - Depth of Knowledge and Instructional Level Rubrics

- Educator's Toolbox of Strategies
- Marzano's High Yield Strategies
- Thinking Maps (If Knowledgeable or Trained in Use)
- Pre-K-12 Alignment of Expectations
- Technology resources

7. All employees are expected to attend and participate in faculty, department, grade level, and professional learning community meetings as they are scheduled. Specifically, teachers are expected to attend Open House and Curriculum Night events for parents and others as scheduled by the school. Furthermore, impacted employees are expected to attend district-wide meetings scheduled for school leaders, department and grade level chairs including vertical alignment meetings. All employees are expected to attend the designated meetings as identified or communicated for them to attend.

**Expectations for Faculty and Staff Participation in Professional Development**

a) Faculty and staff are expected to attend district scheduled professional development as requested or assigned and remain for the entire time that training is scheduled.

b) Faculty and staff should inform the principal if there are personal appointments that interfere with attending and remaining in scheduled training for the entire time when the request to attend training is made by the principal or the principal's designee. The principal or the principal's designee will be responsible for identifying another employee who can attend and remain in training for the entire time that training will take place or for the entire series of trainings that will take place when the expectation is for one person or multiple persons to become the school's expert(s) for a particular topic.

c) Should a participant who attends training have an emergency that necessitates the need to leave early, the following will take place: (1) the employee will sign-out of training and note the time of departure on the sign-in log, (2) the employee will contact their principal to inform them of the need to leave the training before it ends, (3) full credit and/or participation for training will not be awarded, (4) there will be no obligation to provide a make-up opportunity for training, and (5) a copy of the sign-in and sign-out log will be forwarded to the principal.

d) Faculty and staff are expected to attend professional development activities dressed in a professional manner. *Faculty cannot bring children to district-level professional development activities, training or workshops*.

e) Faculty and staff are expected to report to professional development activities on time. Faculty and staff are responsible for obtaining clarity regarding the location and time for training *based upon the published information regarding the training*. Faculty and staff will not be allowed to participate in training if late arrival is greater than 15 minutes. The following will take place when participants are late:

1). If the participant is 15 minutes late or more in arriving to training in the morning or in returning from the lunch break, the supervisor will be notified.

2) If the participant is 30 minutes or more late in arriving to training in the morning or in returning from the lunch break, the participant will be asked to leave the session and the supervisor will be notified that you will be returning to the school.

f) Substitute teacher payroll forms will only be provided to those who attend training and remain for the entire training.

g) Registration for Training and No Shows

Should a participant register for training and become a “no show” without notifying the training contact person at least two days before the training begins, the registered participant will not be allowed to participate in district-level training for a one year period. Notification allows another interested person on a waiting list an opportunity to participate.

8. To avoid incidents that could impact student and employee safety, as health allows, employees are prohibited from eating and drinking during instructional time and while students are in the classroom.

9. The videotaping of classroom instruction must be approved by the building principal and must be directly related to improving instructional outcomes.

10. Administrators and teachers are expected to engage parents in conversations that result in higher levels of student engagement. Additionally, they are expected to document that they have contacted and conversed with parents about academic progress (improvements and regression), attendance, and discipline progress (appropriate behavior and concerns) on a consistent basis. All Administrators and Teachers are expected to return telephone calls and respond to emails or letters within 48 hours.

11. Employees are expected to support the students enrolled in DAAOE. Support is reflected in various ways (e.g., listening to students, respecting students, attending school and community activities to show support of students, speaking pleasantly with students, affirming positive actions, and correcting negative actions by engaging the student and the parent).

12. Employees are expected to demonstrate the highest level of professionalism and respect for one another in the workplace. Issues that compromise safety, student instruction and student achievement will be appropriately addressed by the principal, the assistant principal, or CEO.

13. All Teachers are expected to take attendance and hold students accountable for tardiness. The campus discipline plan should be consistently followed to ensure a positive culture and climate.

14. All Teachers are expected to maintain current grades and attendance in eSIS. Parents should see current progress when utilizing the portal. It is the expectation of the Division of Teaching and Learning that grades are posted in eSIS in a timely and reasonable timeframe (e.g. 2-3 days upon collection) and that students and parents are provided timely feedback of progress.

15. All Teachers and are expected to offer and document student remediation and acceleration opportunities. Students not on grade level should be afforded every opportunity to learn the necessary content and skills to perform on grade level. RtI strategies must be employed and documented, as needed for all level 1 students. Additionally, students on grade level or high achievers or gifted students should be offered ample opportunities to accelerate and enrich their learning.

16. School safety and positive climate are the responsibilities of administrators and teachers; other staff, as assigned, are expected to assist with morning, lunch, and dismissal in addition to monitoring the hallways during transitional times.

17. Campus concerns or issues should be first addressed at the campus level with the building principal or designee. It is the expectation that efforts are made to resolve campus concerns at the campus level first. The DAAOE grievance process should be followed at all times.

18. Employees are expected to minimize early check-outs. The effectiveness of a campus and improvements in student achievement are dependent upon employees. Employees are expected to be mindful and considerate of one another in this respect.

19. Employees are expected to and must complete duties, responsibilities, and expectations in a timely and professional manner.

# DAAOE Grades Posting Schedule

## (Under Construction.)

| Date | Event | Posting Open | Posting Close |
|---|---|---|---|
| 12-Aug | Beginning of 1st Semester A | | |
| 11-Sept | End of 4.5 week | 10-Sep | 17-Sep |
| 17-Sept | Issue 4.5-week progress reports | | |
| | | | |
| 12-Sept | Beginning of 9 week | | |
| 1-Oct | FTE COUNT | | |
| 11-Oct | End of 9 weeks (End of 1st Semester) | 10-Oct | 17-Oct |
| 17-Oct | Issue 9-week Report Card | | |
| | | | |
| 15-Oct | Beginning of 1st Semester B | | |
| 13-Nov | End of 4.5 week | 12-Nov | 19-Nov |
| 19-Nov | Issue 4.5-week progress reports | | |
| | | | |
| 20-Dec | End of 9 weeks (End of 2nd Semester) | 16-Dec | 9-Jan |
| 10-Jan | Issue 9-week Report Card | | |
| | | | |
| 7-Jan | Beginning of 2nd Semester A | | |
| 7-Feb | End of 4.5 week | 6-Feb | 13-Feb |
| | | | |
| 10-Feb | Start of 9 week | | |
| 13-Feb | Issue 4.5-week progress reports | | |
| | | | |
| 6-Mar | FTE COUNT | | |
| 13-Mar | End of 9 week | 12-Mar | 19-Mar |
| 19-Mar | Issue 9-week Report Card | | |
| | | | |
| 14-Mar | Beginning of 2nd Semester B | | |
| 22-Apr | End of 4.5 week | 21-Apr | 28-Apr |
| 29-Apr | Issue 4.5-week progress report | | |
| | | | |
| 23-Apr | Beginning of 9 week | | |
| 23-May | End of 9 week | 14-May | 29-May |
| | | | |
| 29-May | Mail 9-week Report Cards | | |

This schedule may have to be revised. Until that time, please adhere to the schedule above.

[Please complete this page, and submit it to Dr. Maxwell.)

## Statement of Assurance

I, _____, verify that I have read and I comprehend the contents of this handbook.

Signature _____

Date _____

# Appendix 4

## 4.1 Board Organizational Chart

## 4.2 GaDOE Governance Matrix

## 4.3 Bylaws

## 4.4 DCSD Code of Ethics

## 4.5 Conflict of Interest Policy

## 4.6 Conflict of Interest Forms

## 4.7 Annual Audit Report

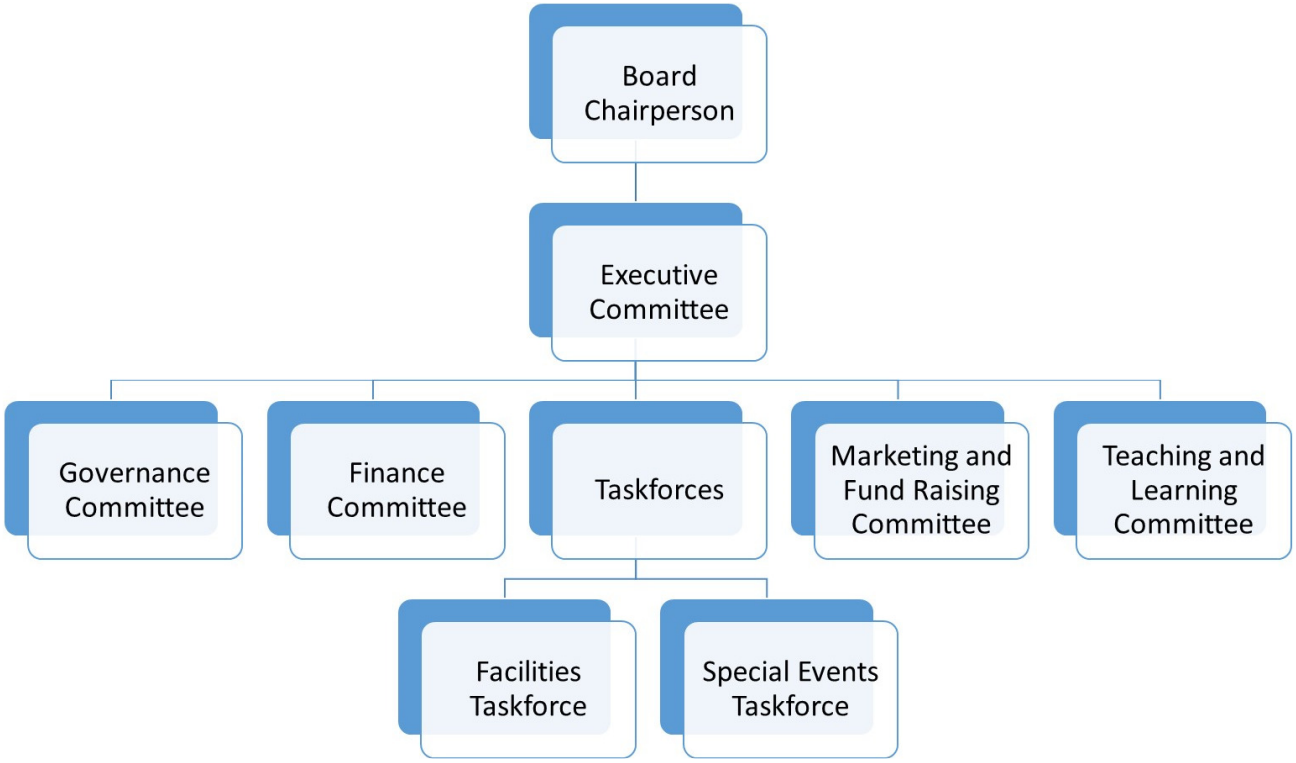
## 4.8 Grievance Procedure

## 4.9 Certificate of Incorporation

## 4.10 Board Members Resumes

# 4.1 Board Organizational Chart

Appendix 4.1—Board Organizational Charter



# 4.2 GaDOE Governance Matrix

# Charter School Governance Decision-Making Matrix

| School Name (District): | NGB Authority | Actual NGB Authority and *How* and *When NGB* Authority will be Implemented | School Mgmt Authority | *Actual Mgmt Authority and How* and *When* Mgmt Authority will be Implemented |
|---|---|---|---|---|
| **Personnel Decisions** | Examples include: select the principal or school leader, evaluate the school leader (LKES), and have control over ALL hiring decisions, transfers, promotions, demotions, lateral moves, and termination of all faculty and staff | HGB AUTHORITY: (1) Hiring, Supporting, Evaluating and Terminating the School Leader; (2) Issurance of annual employment contracts for teachers; (3) Retains control over all hiring decision, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff. IMPLEMENTATION: (1) School Leader is evaluated using LKES; (2) the Board Chair signs employmen contracts upon receipt of written recommenations presented to the full governance board; (3) the governing board approves all staffing recommendation made by the school leader. TIMELINE: (1) Twice each year; (2) & (3) annually before the start of the school year and as needed during the school year | Examples include: Input on principal and faculty goals, feedback on principal and faculty performance, evaluation of teachers (TKES), type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions | MANAGEMENT AUTHORITY: (1) Recruit, select and make recommenations to the governance board for hiring staff; (2) Evaluate instructional staff using LKES; (3) Continuously monitor progress on all measures of staff performance; IMPLEMENTATION and TIMELINE: Ongling, throughout the school year with two-way feedback with staff on (2) and (3). |
| **Financial Decisions and Resource Allocation** | Examples include: Establish compensation model including salary schedules, bonus or performance based increases,etc., set budget prioritites that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures | HGB AUTHORITY: (1) Approves the school's annual budget; (2) Reviews financial reports; (3) Ensures proper internal controls are in place. IMPLEMENTATION: (1) Through board policy and oversight from the finance committee; (2) Through board policy that requires monthly financial reports; (3) Through board policy and oversight by the school's CFO. TIMELINE: Annual review of board policies. Other Responsibilities include: establishing compensation for the school leader; and maintaining a reserve fund;. | Examples include: input into the recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs | MANAGEMENT AUTHORITY: (1) Prepares the School's anuual operating buget; (2) Oversees the preparation of financial reports by the CFO; (3) Oversees the implementation of proper financial controls and provides training for staff with financial responsibilities. IMPLEMENTTAION: (1) works with the Leadership Team, CFO and the Finance Committee to prepare the budget; (2) Financial reports are prepared in a timely fashion and provided to the board prior to meetings; (3) school policy and staff receives training; TIMELINE: (1) Budget preparation begins in April of each school and end by May (2) monthly, quarterly and annually; (3) At least, twice per year. |
| **Curriculum and Instruction** | Examples include: final selection of instructional delivery model, final selection of curriculum, including any changes in curriculum as needed to improve student achievement, establish additional graduation requirements | Select the instructional delivery model at the school; select the curriculum to meet the needs of its unique student population; approve changes to the curriculum and academic design; establish additional job and college requirements. | Examples include: recommend curriculum and accompanying materials consistent with school's "Essential and Innovative Features" in charter contract, determine whether certification will be required, plan professional development for staff, recommend additional graduation requirements | Review curriculum and make recommendations for improvements and supplemental resources to ensure that the school's mission is being carried out; demonstrate leadership for the implmentation of the school's instructional program; support and monitor PD plans to lead teachers to ensure quality instruction; use data to inform curriculum development, improvement in teaching practices, and student academic achievement; |

| | | | | |
|---|---|---|---|---|
| **Establishing and monitoring the achievement of school improvement goals** | Examples include: approve school improvement plan and provide oversight of its implementation, hold principal accountable for implementation and timeline, evaluate success and make revisions as needed | Approve the school's Title I Improvement Plan, annually; Hold the principal accountability for meeting the academic goals of the school; and for teacher development and training. IMPLEMENTAION: through board policy. TIMELINE: Onging with monthly reporting to the governance board on progress towards attainment of the school's achivement goals. | Examples include: recommend school improvement plan, hold faculty and staff accountable for implementation and timeline, evaluate success and recommend revisions as needed | Work with the Leadership Team to development the school's Title I improvement plan and hold teachers and staff accountable; ensure a safe and orderly school environment; work with PD specialist to ensure that sttaff needs are met; and engage students, parents, and the community in the planning and improvement of the school's achievement goals; manage and faciliate group planning and program review sessions; distribute leadership and build on staff strengths so they have a vested interest in meeting the goals of the school's improvement plan. |
| **School Operations** | Examples include: input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures and handbooks, establish work schedule and school calendar | Governance board shall develop policies and procedures to ensure effective operations of the school, human resources administration, and reviews all policies annually. | Examples include: recommend professional development vendors and resources, manage day to day human resources recommend school calendar, recommend co-curriculur and extracurriculur activities | Manage the day-to-day operations of the school, including oversee the cafeteria and nutrition program, building maintainance and custodiian responsbilities, as well as student recruitment and enrollment. |
| ***The LBOE retains its constitutional authority** | | | | |

# 4.3 Bylaws

# DESTINY ACHIEVERS ACADEMEY OF EXCELLENCE – BYLAWS

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# BYLAWS OF DESTINY ACHIEVERS ACADEMEY OF EXCELLENCE

## *ARTICLE I. OFFICES*

### Section 1.1 - Business Office

The corporation's principal office shall be located either within or outside of Georgia. The corporation's most current Annual Report, filed with the Georgia Secretary of State, shall identify the location of the principal office. The corporation may have other offices, either within or outside of Georgia. The board of directors may designate the location of these other offices. The secretary of the corporation shall maintain a copy of the records required by section 2.1 of Article II at the principal office.

### Section 1.2 - Registered Office

The corporation's registered office shall be located within Georgia at the address of the corporation's registered agent. The location of the registered office may be, but need not be, identical with that of the principal office if the latter is located within Georgia. The board of directors may change the registered agent and the address of the registered office from time to time, upon filing the appropriate statement with the Secretary of State.

## *ARTICLE II. RECORDS*

### Section 2.1 - Corporate Records

(a) Minutes and Accounting Records. The corporation shall keep a permanent record of the minutes of all meetings of its board of directors, a record of all actions taken by the board of directors without a meeting, and a record of all actions taken by a committee of the board of directors acting in place of the board and on behalf of the corporation. The corporation shall maintain appropriate accounting records.

(b) Form. The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

(c) Other Records. The corporation shall keep a copy of the following records at its principal office or at a location from which the records may be recovered within 2 business days:

(1) its articles or restated articles of incorporation and all amendments to them currently in effect;

(2) its bylaws or restated bylaws and all amendments to them currently in effect;

(3) resolutions adopted by its board of directors;

(4) the financial statement furnished for the past 3 years to the board of directors;

(5) a list of the names and business addresses of its current directors and officers; and,

(6) its most recent annual report delivered to the Secretary of State.

## *ARTICLE III. BOARD OF DIRECTORS*

### Section 3.1 - General Powers

All corporate powers shall be exercised by or under the authority of the board of directors. The business and affairs of the corporation shall be managed under the direction of the board of directors.

### Section 3.2 - Number, Tenure, and Qualifications of Directors

The authorized number of directors shall be not less than four (4) or more than eight (8), until changed by a duly adopted amendment to these bylaws. Each director shall have one vote on any matter that comes before the board. Directors shall serve staggered three (3) year terms, determined by lot, and shall be elected at the annual business meeting of the board of directors. Each director shall hold office for their specified term, or until removed in accordance with section 3.3. However, if the director's term expires, the director shall continue to serve until the board of directors has elected and qualified a successor or until there is a decrease in the number of directors. Directors need not be residents of Georgia.

### Section 3.3 - Removal of Directors

A director may be removed, with or without cause, if a majority of the directors present at a duly constituted meeting votes for the removal. Removal is effective only if it occurs at a meeting called for that purpose. Notice must be sent to all directors that a purpose of the meeting is removal.

### Section 3.4 - Board of Director Vacancies

If a vacancy occurs on the board of directors, including a vacancy resulting from an increase in the number of directors, the directors shall fill the vacancy by establishing a selection committee and acting on its recommendation.

If the directors remaining in office constitute fewer than a quorum of the board, they shall fill the vacancy by the affirmative vote of a majority of all the directors remaining in office.

If a director resigns effective at a specific later date, the directors may fill the vacancy, before the vacancy occurs, but the new director may not take office until the vacancy actually occurs.

### Section 3.5 - Ex-officio Members of the Board

The officers and executive directors or managers of the corporation shall serve as non-voting, ex-officio members of the board. They are members by virtue of their office. Each ex-officio member officer or director may attend board meetings and participate in discussion; however, each ex-officio member shall be entitled to one vote only if the individual is a regularly elected or appointed board member.

## Section 3.6 - Regular Meetings of the Board of Directors

The board of directors shall hold a regular meeting at least once per quarter. One of these quarterly meetings shall be designated as the board's annual business meeting, for the purpose of electing directors. The board of directors may provide, by resolution, the date, time and place (which shall be within the county where the company's principal office is located) of additional regular meetings. Regular board of director meetings may be held by conference telephone, if convened in accordance with section 3.8.

## Section 3.7 - Special Meetings of the Board of Directors

The presiding officer of the board, the Chairperson, or a majority of the directors then in office may call and give notice of special meetings of the board of directors. Those authorized to call special board meetings may fix any place within the county where the corporation has its principal office as the special meeting place. Special board of director meetings may be held by conference telephone, if convened in accordance with section 3.8.

## Section 3.8 - Board of Director Meetings by Conference Telephone

If authorized by the board of directors, the board of directors or any designated committee of the corporation may participate in a board or committee meeting by means of a conference telephone or similar communications equipment, provided all persons entitled to participate in the meeting received proper notice of the telephone meeting (see section 3.9), and provided all persons participating in the meeting can hear each other at the same time. A director participating in a conference telephone meeting is deemed present in person at the meeting. The chairperson of the meeting may establish reasonable rules as to conducting the meeting by phone.

## Section 3.9 - Notice of, and Waiver of Notice for, Special Director Meetings

(a) Notice. The corporation's secretary shall give either oral or written notice of any special director meeting at least 5 business days before the meeting. The notice shall include the meeting place, day and hour. If the meeting is to be held by conference telephone, (regardless of whether it is regular or special), the secretary must provide instructions for participating in the telephone meeting.

(b) Effective Date. If mailed, notice of any director meeting shall be deemed to be effective at the earlier of:

(1) 5 days after deposited in the United States mail, addressed to the director's business office, with postage prepaid; or

(2) the date shown on the return receipt (if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the director); or

(3) the date when received.

(c) Waiver of Notice. Any director may waive notice of any meeting. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or corporate records.

A director's attendance at a meeting waives the director's right to object to lack of notice or defective notice of the meeting; this shall be true unless the director, at the beginning of the meeting (or promptly upon arrival), objects to holding the meeting or transacting business at the meeting, and does not vote for or assent to action taken at the meeting.

Neither the secretary nor director needs to specify in the notice or waiver of notice the business to be transacted at, or the purpose of, any special board meeting.

## Section 3.10 - Director Quorum

A majority of the number of directors shall constitute a quorum for the transaction of business at any board of director meeting.

Absent board members may give their proxy to a board member in attendance at a board of director meeting. Such proxy can be counted in determining a quorum.

## Section 3.11 - Directors, Manner of Acting

(a) Required Number to Constitute Act. The act of a majority of the directors present at a meeting at which a quorum is present (when the vote is taken) shall be the act of the board of directors. If no quorum is present at a meeting of directors, the directors may not take action on any board matter other than to adjourn the meeting to a later date.

(b) Director Approval. The corporation shall deem a director to have approved of an action taken if the director is present at a meeting of the board unless:

(1) the director objects at the beginning of the meeting (or promptly upon arrival) to holding it or transacting business at the meeting; or

(2) the director's dissent or abstention from the action taken is entered in the minutes of the meeting; or

(3) the director delivers written notice of dissent or abstention to the presiding officer of the meeting before its adjournment or to the corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

## Section 3.12 - Conduct of Board of Director Meetings

The Chairperson, or in the Chairperson's absence, any person chosen by the directors present shall call the meeting of the directors to order and shall act as the chairperson of the meeting. The chairperson, or the chairperson's designee, shall establish rules of the meeting that will

freely facilitate debate and decision making. The chairperson will indicate who may speak when and when a vote will be taken. The secretary of the corporation shall act as the secretary of all meetings of the directors, but in the secretary's absence, the presiding officer may appoint any other person to act as the secretary of the meeting.

## Section 3.13 - Director Action Without a Meeting

The directors may act on any matter generally required or permitted at a board meeting, without actually meeting, if: all the directors take the action, each one signs a written consent describing the action taken, and the directors file all the consents with the records of the corporation. Action taken by consents is effective when the last director signs the consent, unless the consent specifies a different effective date. A signed consent has the effect of a meeting vote and may be referred to as a meeting vote in any document.

## Section 3.14 - Director Committees

(a) Creation of Committees. The board of directors may create one or more committees and appoint members of the board to serve on them. Each committee must have 1 or more directors, who serves at the pleasure of the board of directors. Volunteers from the community may serve on these committees when appropriate.

(b) Selection of Members. To create a committee and appoint members to it, the board must acquire approval by the majority of all the existing directors when the action is taken.

(c) Required Procedures. Sections 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, and 3.13 of this Article III, which govern meetings, notice and waiver of notice, quorum and voting requirements, conduct of the board of directors, and action without meetings apply to committees and their members. In addition, the committees shall keep regular minutes of their proceedings and report the same to the board of directors. The committees are subject to all the procedural rules governing the operation of the board itself.

(d) Authority. Each committee may exercise the specific board authority which the board of directors confers upon the committee in the resolution creating the committee. Provided, however, a committee may not:

(1) approve the dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the corporation's assets;

(2) elect, appoint, or remove directors or fill vacancies on the board of directors or on any of its committees; or

(3) adopt, amend, or repeal the articles or bylaws.

## Section 3.15 - Compensation, Loans to, or Guarantees for Directors

(a) Director Compensation. The board of directors may, upon approval of the majority of that board, pay each director expenses, if any, of attendance at each board meeting or committee meeting of the board. The directors shall not be paid a salary or fee for attending the meeting. A director may not serve the corporation as an employee and receive compensation.

(b) Loans to or Guarantees for Directors. The corporation may not lend money to or guarantee the obligation of a director of the corporation.

### Section 3.16 - Board Member Service at the Academy

Board members are expected to serve as a volunteer at the Academy a minimum of one time during the calendar year.

## *ARTICLE IV. OFFICERS*

### Section 4.1 - Number of Officers

The officers of the corporation shall be a Chairperson, a secretary, and a treasurer. The board of directors shall appoint each of these officers. The board may appoint other officers and assistant officers if it deems it necessary. If the board of directors specifically authorizes an officer to appoint one or more officers or assistant officers, the officer may do so. The same individual may simultaneously hold more than one office in the corporation.

### Section 4.2 - Appointment and Term of Office

The board of directors shall appoint officers of the corporation for a term that the board determines. If the board does not specify a term, the officers shall hold office for one year or, within that year, until they resign, die or are removed in a manner provided in section 4.3 of Article IV.

A designation of a specified term does not grant to the officer any contract rights, and the board can remove the officer at any time prior to the termination of the designated term.

### Section 4.3 - Removal of Officers

The board of directors may remove any officer or agent any time, with or without cause. The removal shall be without prejudice to the contract rights, if any, of the person removed. A board's appointment of an officer or agent shall not of itself create contract rights.

### Section 4.4 - Chairperson

The Chairperson shall be the principal executive officer of the corporation. The Chairperson shall be subject to the control of the board of directors, and shall in general oversee, in good faith, the affairs of the corporation. The Chairperson shall, when present, preside at all meetings of the members and of the board of directors. The Chairperson may sign, with the secretary or any other proper officer of the corporation that the board has authorized, corporation deeds, mortgages, bonds, contracts, or other board authorized instruments.

### Section 4.5 - The Secretary

The secretary shall in good faith: (1) create and maintain one or more books for the minutes of the proceedings of the board of directors; (2) provide that all notices are served in accordance with these bylaws or as required by law; (3) be custodian of the corporate records; (4) when requested or required, authenticate any records of the corporation; (5) keep a current register of the post office address of each director; and (6) in general perform all duties incident to the office of secretary and any other duties that the Chairperson or the board may assign to the secretary.

### Section 4.6 - The Treasurer

The treasurer shall: (1) have charge and custody of and be responsible for all funds and securities of the corporation; (2) receive and give receipts for moneys due and payable to the corporation from any source, and deposit all moneys in the corporation's name in banks, trust companies, or other depositories that the board shall select; (3) submit the books and records to a Certified Public Accountant or other accountant for annual audit or review; and (4) in general perform all of the duties incident to the office of treasurer and any other duties that the Chairperson or board may assign to the treasurer. if required by the board of directors, the treasurer shall give a bond for the faithful performance of the treasurer's duties and as insurance against the misappropriation of funds. If a bond is required, it shall be in a sum and with the surety or sureties that the board of directors shall determine.

### Section 4.7 - Loans to or Guarantees for Officers

The corporation may not lend money to or guarantee the obligation of an officer of the corporation.

## *ARTICLE V. NOTIFICATION OF SECRETARY OF STATE*

### Section 5.1 - Notification of Secretary of State

The secretary of the corporation shall notify the Secretary of State of the State of Georgia when dissolution, indemnification, merger, removal of directors, and the sale of assets (as defined in the Georgia Nonprofit Corporation Act) occur. The secretary shall deliver notice in the manner required by each event and cooperate with the Secretary of State in providing necessary information.

(a) Dissolution.

(1) In the event of dissolution, the secretary shall give the Secretary of State written notice that the corporation intends to dissolve at or before the time the secretary delivers articles of dissolution to the secretary of state. The notice must include a copy or summary of the plan of dissolution.

(2) The corporation shall not transfer or convey assets as part of the dissolution process until 20 days after the secretary has given the written notice required by section 5.1(1)(i) to the Secretary of State or until the Secretary of State has consented in writing to the dissolution or indicated that the Secretary of State will not take action in respect to transfer or conveyance, whichever is earlier.

(3) When the corporation has transferred or conveyed all or substantially all of its assets following approval of dissolution, the board shall deliver to the Secretary of State a list showing those, other than creditors, to whom the corporation transferred or conveyed assets. The list must indicate the address of each person, other than creditors, who received assets and an indication of what assets each received.

(b) Indemnification

The secretary of the corporation must give the Secretary of State written notice of its proposed indemnification of a director. The corporation may not indemnify a director until 20 days after the effective date of the written notice.

(c) Merger

The secretary of the corporation must give the Secretary of State written notice of a proposed merger of the corporation, and include with the notice a copy of the proposed plan of merger, at least 20 days before consummation of any merger.

(d) Removal of Directors

The secretary of the corporation must give written notice to the Secretary of State if the corporation commences a proceeding to remove any director by judicial proceeding.

(e) Sale of assets

The secretary of the corporation must give written notice to the Secretary of State 20 days before it sells, leases, exchanges, or otherwise disposes of all or substantially all of its property if the transaction is not in the usual and regular course of its activities, unless the Secretary of State has given the corporation a written waiver of this subsection.

## *ARTICLE VI. INDEMNIFICATION OF DIRECTORS, OFFICERS AGENTS, AND EMPLOYEES*

### Section 6.1 - Indemnification of Directors

(a) General. An individual made a party to a proceeding because the individual is or was a director of the corporation may be indemnified against liability incurred in the proceeding, but only if the indemnification is both:

(1) determined permissible and

(2) authorized, as defined in subsection (b) of this section 6.1 (The indemnification is further subject to the limitation specified in subsection (d) of section 6.1.)

(b) Determination and Authorization. The corporation shall not indemnify a director under section 6.1 of Article VI unless:

(1) Determination. Determination has been made in accordance with procedures set forth in the Georgia Nonprofit Corporation Act that the director met the standard of conduct set forth in subsection (c) below, and

(2) Authorization. Payment has been authorized in accordance with procedures listed in the Georgia Nonprofit Corporation Act based on a conclusion that the expenses are reasonable, the corporation has the financial ability to make the payment, and the financial resources of the corporation should be devoted to this use rather than some other use by the corporation.

(c) Standard of Conduct. The individual shall demonstrate that:

(1) the individual acted in good faith; and

(2) the individual reasonably believed:

(i) in acting in an official capacity with the corporation, that the individuals conduct was in the corporation's best interests;

(ii) in all other cases, that the individuals conduct was at least not opposed to the corporation's best interests; and

(iii) in the case of any criminal proceeding, that the individual had no reasonable cause to believe that the conduct was unlawful.

A director's conduct with respect to an employee benefit plan for a purpose the director reasonably believed to be in the interests of the participants in or beneficiaries of the plan is conduct that satisfies the requirement of subsection (c)(2)(ii).

The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contenders or its equivalent, is not, of itself, a determination that the director did not meet the standard of conduct described in this section.

(d) No indemnification Permitted in Certain Circumstances. The corporation shall not indemnify a director under section 6.1 of Article VI if:

(1) the director was adjudged liable to the corporation in a proceeding by or in the right of the corporation; or

(2) the director was adjudged liable in any other proceeding charging that the director improperly received personal benefit, whether or not the individual acted in an official capacity.

(e) Indemnification Limited. Indemnification permitted under section 6.1 of Article VI in connection with a proceeding by the corporation or in the right of the corporation is limited to the reasonable expenses incurred in connection with the proceeding.

## Section 6.2 - Advance Expenses for Directors

The company may pay for or reimburse, in advance of final disposition of the proceeding, the reasonable expenses incurred by a director who is a party to a proceeding if:

(1) by following the procedures of the Georgia Nonprofit Corporation Act the board of directors determined that the director met requirements (3)-(5) listed below; and

(2) the board of directors authorized an advance payment to a director; and

(3) the director has furnished the corporation with a written affirmation of the director's good faith belief that the director has met the standard of conduct described-in section 6.1 of Article VI; and

(4) the director has provided the corporation with a written undertaking, executed personally or on the director's behalf, to repay the advance if it is ultimately determined that the director did not meet the standard of conduct; the director's undertaking must be an unlimited general obligation, but need not be secured, and the corporation may accept the undertaking without reference to financial ability to make repayment; and

(5) the board of directors determines that the facts then known to it would not preclude indemnification under section 6.1 of this Article VI or the Georgia Nonprofit Corporation Act.

### Section 6.3 - Indemnification of Officers, Agents and Employees

The board of directors may choose to indemnify and advance expenses to any officer, employee, or agent of the corporation applying those standards described in sections 6.1 and 6.2 of Article VI.

### Section 6.4 - Mandatory Indemnification

Notwithstanding any other provisions of these bylaws, the corporation shall indemnify a director or officer, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director or officer was a party because he or she is or was a director or officer of the corporation, against expenses incurred by the director or officer in connection with the proceeding.

## *ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS*

### Section 7.1 - Contracts

The board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instruments in the name of and on behalf of the corporation and such authorization may be general or confined to specific instruments.

### Section 7.2 - Loans

The corporation shall not allow anyone to contract on behalf of it for indebtedness for borrowed money unless the board of directors authorizes such a contract by resolution. The corporation shall not allow anyone to issue evidence of the corporation's indebtedness unless the board of directors authorizes the issuance by resolution. The authorization may be general or specific.

### Section 7.3 - Checks, Drafts, etc.

The board of directors shall authorize by resolution which officer(s) or agent(s) may sign and issue all corporation checks, drafts or other orders for payment of money, and notes or other evidence of indebtedness. The board of directors shall also determine by resolution the manner in which these documents will be signed and issued.

### Section 7.4 - Deposits

The treasurer of the corporation shall oversee the deposit of all funds of the corporation, in banks and other depositories either directly or by proxy; the board of directors shall authorize by board resolution the exact location of the banks and depositories.

## *ARTICLE VIII. PROHIBITED TRANSACTIONS*

### Section 8.1 - Prohibited Transactions

(a) Prohibition Against Sharing in Corporation Earnings. No director, officer, employee, committee member, or person connected with the corporation shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation; provided that this shall not prevent the corporation's payment to any person of reasonable compensation for services rendered to or for the corporation in effecting any of its purposes as determined by the board of directors.

(b) Other Prohibitions. Neither the corporation, nor its directors, nor its officers have any power to cause the corporation to do any of the following with Related Parties:

(1) make any substantial purchase of securities or other property, for more than adequate consideration in money or money's worth;

(2) sell any substantial part of its assets or other property, for less than an adequate consideration in money or money's worth.

For the purpose of this subsection, Related Parties means any person who has made a substantial contribution to the corporation, or with a brother, sister, spouse, ancestor, or lineal descendant of the person giving, or with a corporation directly or indirectly controlled by the person giving.

### Section 8.2 - Prohibited Activities.

Notwithstanding any other provisions of these bylaws, no director, officer, employee or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an exempt organization under section 501(c)(3) of the Internal Revenue Code of 1986 and its regulations as they now exist or as they may later be amended, or by an organization, contributions to which are deductible under section 170(d)(2) of the Internal Revenue Code of 1986 and regulations as they now exist or as they may later be amended.

### Section 8.3 - Corporate Funds Used For Indemnification.

Corporate funds may be used to benefit officers and directors by way of indemnification, but only if such indemnification is authorized by Article VI of these bylaws.

## *ARTICLE IX. SEAL*

### Section 9.1 – Seal

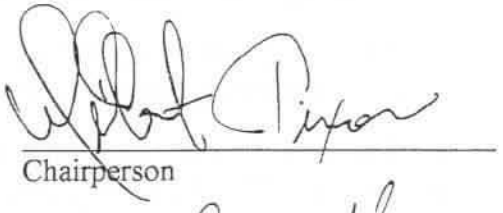
The seal of the corporation shall be in such form as the board of directors may from time to time determine. In the event it is inconvenient to use such seal at any time, the name of the corporation followed by the word "SEAL" enclosed in parentheses or scroll shall be deemed the seal of the corporation. The seal shall be in the custody of the Secretary and affixed by him or her on such papers as may be directed by law, by these bylaws, or by the board of directors

## *ARTICLE X. AMENDMENTS*

### Section 10.1 - Amendments

These bylaws may be amended, altered, repealed or enhanced by an affirmative vote of a simple majority of the entire board of directors.

These bylaws were adopted by the unanimous consent of the board of directors on July 27, 2010.



Chairperson



Secretary

# 4.4 DCSD
# Code of Ethics

# CODE OF ETHICS

**Board Policy** **Descriptor Code: BH**
**Board Code of Ethics**

The DeKalb County Board of Education, desiring to carry out its responsibilities in the most ethical and conscientious manner possible, adopts the following Board Member Ethics Policy.

## A. Board Member Code of Ethics

The following Code of Ethics shall be binding on each Board member:

1. The fundamental role of the Board of Education shall be to establish effective policies for the governance of the District. Board members shall leave the administration of the District to the Superintendent and shall not interfere with the day-to-day operations of the District.

2. Board members shall make the educational welfare and academic achievement of the District's students their top priority.

3. Board members shall work with each other in a spirit of harmony and cooperation even when there are differences of opinion. Board members shall interact with each other in a respectful and professional manner. Disagreements among Board members shall be handled in a professional and non-confrontational manner.

4. Board members shall attend all Board meetings insofar as possible, shall review the Board packet provided by the Administration, and shall endeavor to be well informed before voting on an issue.

5. Board members shall be familiar with the Board policies in effect during their tenure in office.

6. Board members shall act in the best interest of the entire District and not a particular segment of the District.

7. Board members shall carry out the duties of their office in a fair and impartial manner, un-swayed by partisan bias or special interest groups of any kind.

8. Board members shall base all decisions on the best available facts and data.

9. Board members shall abide by decisions reached by a majority of the Board and shall not undermine or diminish the Board's decisions.

10. Board members shall not provide intentionally misleading information to other Board members, the Administration, or the public.

11. A Board member who shares pertinent information about an item of Board business with one or more Board members shall share the information with all Board members so all Board members can be equally prepared at Board meetings.

12. Board members shall recognize that the authority to make decisions, to commit the Board to actions, or to act for the District rests with the Board as a whole acting in legally convened meetings and not with individual Board members.

13. Board members shall bring community complaints to the attention of the Superintendent or his/her designee so that proper administrative channels may be followed to resolve the matter.

14. Board members who are asked to intervene with the Administration on behalf of a parent, employee, or other individual shall direct the individual to the proper administrative channel.

15. Board members shall direct any request for the assistance of School District personnel to the Superintendent.

16. Board members shall interact with the District's employees in a respectful and professional manner. Board members who disagree with a staff recommendation shall express such disagreement in a professional and non-confrontational manner.

17. Board members shall not disclose to anyone confidential or privileged information, including information discussed and documents distributed during executive session.

18. Board members shall participate in all training programs required by Board policy, state law, or the State Board of Education.

19. Board members seeking reelection shall not solicit financial or any other support from School District employees or vendors.

20. Board members shall not use School District resources for their own personal interests, nor shall they use School District resources for community programs without the approval of the Board.

21. Board members shall not use or lead others to believe they will use their influence to obtain employment, promotion, or business opportunities within the School District for any individual.

22. A Board member shall not vote or otherwise participate in discussions, deliberations or decisions in any student appeal, Fair Dismissal proceeding, employee discipline matter, or employee grievance involving a relative of that Board member.

23. Board members shall not accept any monetary fee or honorarium for a speaking engagement or for participating in a seminar, panel discussion, or other activity that directly relates to the official duties of the Board member or the Board member's office.

24. Board members shall comply with the state Open Meetings and Open Records laws.

25. Board members who are attorneys shall not represent clients in any action or proceeding against the School District or its employees.

26. A Board member shall not vote or otherwise participate in discussions, deliberations, or decisions on any contract or expenditure involving a business or entity in which the Board member or a relative of the Board member has a financial interest.

27. Board members shall not solicit or accept gifts, loans, gratuities, entertainment, transportation, lodging or meals, except those of value less than $50.00, from any person or entity that, to their knowledge, is interested directly or indirectly in business dealings with the School District.

28. Board members shall abstain from voting on the employment or promotion of a relative. The vote on such a matter shall be conducted in public, recorded, and handled as a separate matter from any other personnel matter.

29. A Board member shall not vote or otherwise participate in discussions, deliberations, or decisions on any matter in which a reasonable person would consider the Board member to have a conflict of interest.

30. Board members shall comply with the Board Member Conflict of Interest Policy set forth in Board Policy BHA.

**B. Abstention**

Whenever a Board member is required by this policy to refrain from voting on a matter, the Board member shall fully disclose the reason for not voting to the other Board members and the public.

**C. Ethics Oath**

At the first meeting of each calendar year (or as soon thereafter as possible), all Board members shall publicly swear or affirm their commitment to comply with the Board Member Ethics Policy, as set forth in Board Policy BH, and the Board Member Conflict of Interest Policy, as set forth in Board Policy BHA. The Ethics Oath, which shall be in addition to the Board member’s oath of office, shall read as follows.

**ETHICS OATH**

As a member of the DeKalb County Board of Education, I hereby swear or affirm my commitment to comply with the Board Member Ethics Policy, as set forth in Board Policy BH, and the Board Member Conflict of Interest Policy, as set forth in Board Policy BHA.

Signature: _____

Date: _____

**D. Definition of Relative**

As used in this policy, the term "relative" shall include the spouse, child, grandchild, sibling, and parent of a Board member; the child, grandchild, sibling, and parent of a Board member's spouse; and the spouse of a Board member's child, grandchild, sibling, or parent.

**E. Board Training**

Upon being elected, reelected, or appointed to the Board, Board members shall be required to attend a training program on the Board Member Ethics Policy and the Board Member Conflict of Interest Policy. Such training shall be completed within 90 days of taking office and shall be repeated every two years while the Board member is in office.

The training program shall last at least two hours and shall address appropriate Board member behavior, an explanation of the conduct prohibited by the Board Member Ethics Policy and the Board Member Conflict of Interest Policy, and a review of the procedures for enforcement of the Ethics and Conflict of Interest Policies.

The Board may contract with an institution of the University System of Georgia, the Georgia School Boards Association, or some other qualified agency, organization or individual qualified to perform such training. The cost of the training shall be paid by the School District.

**F. Enforcement of Ethics and Conflict of Interest Policies**

A Board member who believes in good faith that another Board member has violated the Board Member Ethics Policy or the Board Member Conflict of Interest Policy shall ask the Board Chair to convene an Executive Session of the Board. Upon such a request, the Board Chair shall convene an Executive Session to discuss or deliberate upon the possible disciplinary action of a Board member. At least ten calendar days' notice of the Executive Session shall be provided to all Board members. If no charges are to be brought and no hearing is to be held, the matter shall proceed no further.

Any vote to charge a Board member with a violation of the Board Member Ethics Policy or the Board Member Conflict of Interest Policy shall be taken in an open meeting and shall require the vote of a majority of the Board members present, provided a quorum is present. The Board member or members suspected of the violation shall not be permitted to vote on the matter.

If charges are brought against a Board member, the Board shall conduct a hearing on the charges. At least thirty calendar days' notice of the date, time, and place of the hearing shall be provided to all Board members. The accused Board member's notice shall be sent by certified mail to the address listed with the School District and by electronic means. The accused Board member shall be entitled to be represented by counsel at his/her own expense.

The parties by agreement may stipulate that some disinterested member of the State Bar of Georgia shall decide all questions of evidence and other legal issues arising in the hearing. At the hearing, both the Board and the accused may call and cross-examine witnesses. The burden of proof shall be on the Board to establish the alleged violation by a preponderance of the evidence. The hearing shall be open to the public while the Board is receiving evidence or hearing argument.

If the accused Board member is found to have committed the alleged violation, the Board shall be authorized to take any or all of the following actions:

1. Censure or reprimand the Board member;

2. Disavow the improper acts or statements of the Board member;

3. Require a public apology by the Board member;

4. Report the Board member to AdvancED (SACS) or the appropriate accrediting agency;

5. Initiate a civil action to recover the value of anything received by the Board member in violation of the Board Member Ethics Policy or the Board Member Conflict of Interest Policy;

6. If warranted by the evidence and findings, report the matter to law enforcement authorities for possible consideration of criminal charges against the Board member.

A vote by a majority of the Board members conducting the hearing shall be required to find that the accused Board member committed the alleged violation and to impose sanctions. The Board member or members charged with a violation shall not be permitted to vote on the matter. Any vote on the matter shall be taken in public.

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DeKalb County Schools
Date Adopted: 4/12/2010
Last Revised: 3/21/2012

# 4.5 Conflict of Interest Policy

# Destiny Achievers Academy of Excellence
# CONFLICT OF INTEREST POLICY

## Article I: Purpose

The purpose of the conflict-of-interest policy is to protect Destiny Achievers Academy of Excellence's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## Article II: Definitions

**1. Interested Person**
Any director, principal officer, or member of a committee with governing board–delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2. Financial Interest**
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family

a. An ownership or investment interest in any entity with which the organization has a transaction or arrangement,
b. A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

## Article III: Procedures

**1. Duty To Disclose**
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board–delegated powers considering the proposed transaction or arrangement. Annually, all members of the board of directors will be asked to complete Destiny Achievers Academy of Excellence's Conflict of Interest Form. If a conflict of interest arise completion of the form, such conflict of interest must be fully disclosed.

**2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3. Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chair of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

**4. Violations of the Conflicts-of-Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Destiny Achievers Academy of Excellence
CONFLICT OF INTEREST POLICY

## Article IV: Records of Proceedings

The minutes of the governing board and all committees with board-delegated powers shall contain

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

## Article V: Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## Article VI: Annual Statements

Each director, principal officer, and member of a committee with governing board–delegated powers shall annually sign a statement that affirms such person

a. Has received a copy of the conflict-of-interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

Destiny Achievers Academy of Excellence
CONFLICT OF INTEREST POLICY

d. Understands the organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

## Article VII: Periodic Reviews

To ensure the organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction

## Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring that periodic reviews are conducted.

# 4.6 Conflict of Interest Forms

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title:** GILBERT OKON

**Charter School:** **Destiny Achievers Academy of Excellence, Inc.**

**Telephone:**_

**Address:**_

***Conflict of Interest Disclosure***

**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) WD I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature _____ Date 7/15/15

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title:** Andrew H. Griffin Jr.

**Charter School:** **Destiny Achievers Academy of Excellence, Inc.**

**Telephone:**

***Conflict of Interest Disclosure***

**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) MM I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Andrea H. Huff Jr. 8-5-15

Signature Date

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title:** ERICA L. WILLIAMS, SECRETARY

**Charter School:** Destiny Achievers Academy of Excellence, Inc.

**Telephone** **Email:**

***Conflict of Interest Disclosure***

**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) GW I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Erica L. Williams _____ 8-5-2015 _____
Signature Date

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title**: Charles A. Bowman

**Charter School**: Destiny Achievers Academy of Excellence, Inc.

**Telephone**: **Email**:

***Conflict of Interest Disclosure***

**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☑ Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) CAB I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Charles A. Brown — Signature

August 8, 2015 — Date

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title:** Kenneth E. Turner

**Charter School:** **Destiny Achievers Academy of Excellence, Inc.**

**Telephone** **Email:**

**Address:**

***Conflict of Interest Disclosure***

**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) KT I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature _____ Date 8/8/15

**DeKalb County School District Charter School Petitioner**
**GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM**

**Name and Title:** Geraldine Norman (Vice Chairman)
**Charter School:** Destiny Achievers Academy of Excellence, Inc.
**Telephone:** [redacted] **Email:** [redacted]
**Address:** [redacted]

***Conflict of Interest Disclosure***
**Instructions**: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☒ Yes ☐ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

***Criminal Background History***:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) ___X___I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

***Certification***:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Geraldine Norman
Signature

8/10/2015
Date

# 4.7 Annual Audit Report

Destiny Achievers Academy of Excellence

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

## FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

## WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Bennett & Moody, CPAs
Navigating clients through the maze of business...
Member of the Georgia Society of CPAs · Member of the American Institute of CPAs · QuickBooks ProAdvisor

# INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Destiny Achievers Academy of Excellence

## Report on the Financial Statements

We have audited the accompanying financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

## Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Destiny Achievers Academy of Excellence as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.



619 E. College Ave., Suite D2, Decatur, GA 30030 Phone: 404-377-4911 Fax: 404-377-4914
5940 S. Rainbow Blvd., Suite 2000, Las Vegas, NV 89118 Phone: 702-835-9200 Fax: 866-236-7923

## INDEPENDENT AUDITOR'S REPORT (CONT'D)

**Other Matters**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing wand reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with Government Auditing Standards, we have also issued our report dated November 22, 2013, on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Destiny Achievers Academy of Excellence's internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
September 29, 2014

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE**
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

| ASSETS | | |
|---|---|---|
| CURRENT ASSETS | **2014** | **2013** |
| Cash and cash equivalents | $ 315,009 | $ 41,886 |
| Grant Receivable | - | 88,594 |
| TOTAL CURRENT ASSETS | 315,009 | 130,480 |
| FIXED ASSETS | | |
| Furniture and Fixtures | 4,040 | 4,040 |
| Computers | 16,373 | 16,373 |
| Accumulated Depreciation | (13,066) | (8,166) |
| TOTAL FIXED ASSETS | 7,347 | 12,247 |
| TOTAL ASSETS | $ 322,356 | $ 142,727 |
| LIABILITIES AND NET ASSETS | | |
| LIABILITIES | | |
| CURRENT LIABILITIES | | |
| Accounts Payable | $ 44,817 | $ 36,287 |
| Loan from Director | - | 26,000 |
| Accrued Liabilities | - | 40,278 |
| TOTAL CURRENT LIABILITIES | 44,817 | 102,565 |
| TOTAL LIABILITIES | 44,817 | 102,565 |
| NET ASSETS | | |
| Unrestricted | 277,539 | 40,162 |
| TOTAL NET ASSETS | 277,539 | 40,162 |
| TOTAL LIABILITIES AND NET ASSETS | $ 322,356 | $ 142,727 |

The accompanying notes are an integral part of these financial statements.

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE**
STATEMENTS OF ACTIVITIES
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

| | 2014 | 2013 |
|---|---|---|
| PUBLIC SUPPORT AND REVENUE | | |
| State Grants (Schedule 2) | $ 1,667,984 | $ 1,150,810 |
| Federal Grants (Schedule 1) | 62,279 | 309,610 |
| Donated Services | 73,967 | - |
| Direct Public Support | 80,850 | 98,068 |
| TOTAL PUBLIC SUPPORT AND REVENUE | 1,885,080 | 1,558,488 |
| EXPENSES | | |
| PROGRAM SERVICES | | |
| QBE | 1,096,736 | 1,064,097 |
| TITLE I | 71,305 | 24,870 |
| Facilities | - | 10,247 |
| Implementation | 34,870 | 94,670 |
| TOTAL PROGRAM SERVICES | 1,202,911 | 1,193,884 |
| SUPPORT SERVICES | | |
| Management and General | 444,792 | 350,129 |
| TOTAL SUPPORT SERVICES | 444,792 | 350,129 |
| TOTAL EXPENSES | 1,647,703 | 1,544,013 |
| CHANGE IN NET ASSETS | 237,377 | 14,475 |
| NET ASSETS, BEGINNING OF YEAR | 40,162 | 25,687 |
| NET ASSETS, END OF YEAR | $ 277,539 | $ 40,162 |

The accompanying notes are an integral part of these financial statements.

# 4.8 Grievance Procedure

# Destiny Achievers Academy of Excellence

## Hiring Practices

The following criteria should be used to screen those persons whose fingerprints or background checks indicate some type of irregularities. Those irregularities can be in the form of former convictions. Where necessary, a preponderance of the evidence will be taken into consideration.

> *Any report that comes back with a disposition of an arrest will result in the application being held until the applicant can provide a written disposition of the charges from the court to the Destiny Achievers Academy of Excellence Human Resources Department.*

Any applicant who knowingly falsifies and application or any employment forms may be disqualified for employment or terminated from employment.

1. Felony convictions.
    a. A conviction ten years or older will be at the discretion of the Principal.
    b. A conviction for bad checks will be reviewed considering recentness, dollar amount, and frequency; HR personnel will make recommendation to proceed to proceed or not to proceed.
2. Other convictions
    a. A conviction involving drugs or illegal substance within the past seven years will be investigated prior to an employment decision being made.
    b. A conviction for charges of violent crimes (assault, battery, etc.) will be investigated prior to an employment decision being made.
    c. A conviction for any misdemeanor will be reviewed before a decision regarding employment is made.

**MOTOR VEHICLE/TRAFFIC CONVICTIONS FOR EMPLOYEES NOT TRANSPORTING STUDENTS**
(To include Teachers, Substitutes, and Paraprofessionals)

DUI: No more than two within the past five years and no more than one in the last year from date of application.

Deposit Account Fraud/Bad Checks or minor traffic offenses are allowed but should be reviewed.

**PROBATION/PENDING ETHICS**

As long as an individual is under the court's care, or serving out any sentence, Destiny Achievers Academy of Excellence Academy cannot consider them for employment. Destiny Achievers Academy of Excellence must receive documentation that probation has been completed and they have been released from the court's supervision. Additionally, anyone with a pending issue with the Professional Standards Commission must provide resolution or disposition of any ethics issues before Destiny Achievers Academy of Excellence can consider them for employment.

*Some of this information taken from: Henry County Schools- Human Resource Services Hiring Practices. HR Seminar*

# Destiny Achievers Academy of Excellence Charter School

# PERSONNEL COMPLAINT FORM

This form is to be used to file Complain or a Grievance or General Stakeholder Complaint

Please check applicable categories:

[ ] ADMINISTRATOR/SUPERVISORY POSITION: [ ] CERTIFIED [ ] NON-CERTIFIED/CLASSIFIED EMPLOYEE

[ ] INFORMAL CONFERENCE TO RESOLVE Issue or Complaint.

Informal Early Intervention Discussion to resolve workplace disputes. This request must be filed within ten (10) days after the date on which the complaint arose.

[ ] LEVEL 1: [ ] LEVEL II - APPEAL [ ] LEVEL III – MEDIATION

Employee's Name: _____

Department: _____

Home Address: _____

City: _____ State_____ Zip_____

Email Address: _____

Home Phone: _____ Cellular Phone: _____

Employee ID#: _____

Date of Hire: _____

Position/Classification: _____

## EMPLOYEE'S STATEMENT OF COMPLAINT

1.State the date of the occurrence of the most recent incident or other matter on which the Complaint is based:

_____

_____

_____

2.Names(s) and title(s) of charged party or parties:

_____

_____

_____

3. Names(s) of witness if any:

_____

_____

_____

4. What statute, policy, rule, regulation, or written agreement has been violated, misapplied, or misinterpreted?

_____

_____

_____

5.Briefly describe the specific facts or events on which the Complaint is based. Explain how such statute, policy, rule, regulation, or written agreement was violated, misapplied, or misinterpreted, and how it affects the employment relationship or the Complainant? Please include names, dates, places, times and other specifics on attached page(s) if needed.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6.How are you affected by the alleged violation of your employment?

_____
_____
_____
_____

7.What relief are you seeking?

_____
_____
_____
_____

I hereby present the following Complaint and I understand that this Complaint will be reviewed and addressed in accordance with DAAE's procedures for Complaints and Grievances Resolution.

_____ _____
Employee's Signature Employee's Printed Name

_____
Date

_____ _____
Received by: Signature Date & Time

# Complaint and Grievance Procedure for Staff
# Destiny Achievers Academy of Excellence Academy

Personnel at the Destiny Achievers Academy of Excellence (DAAE) shall have the right to present and resolve complaints relating to matters affecting employment at the lowest organizational level possible. The Governance Board encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. The following is presented as procedure where such efforts do not succeed, or where for any other reason, the employee desires to pursue this procedure. [Act of the General Assembly of 1992, O.C.G.A. 20-2-989.5 et seq.]

## For Certified Employees

**SECTION 1-C. DEFINITIONS.**

1. "Level One Administrator" means the principal of DAAE with respect to teachers assigned to that school and the immediate supervisor of the complaining party. With respect to the certified Administrators supervised by the Principal, the "Level One Administrator" shall be the immediate supervisor of the complaining party. In any case not covered by this paragraph, the "Level One Administrator" shall be the supervisory certificated person designated by the Governance Board or in the absence thereof, by the Principal to hear the complaint.

2. "Head/Lead administrator" of DAAE means the School Principal.

3. "Complaint" means any claim or grievance by a certificated employee of DAAE which is filed pursuant to this policy and which comes within the scope of the policy on complaints and grievances.

4. "Notification" means delivery in person to the party entitled to notification, or deposited in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.

5. “Board” of DAAE means the Board of Directors also known as the Governance Board of Destiny Achievers Academy of Excellence Charter School.

6. “Superintendent” means the Superintendent of the DeKalb County School District.

7. “School Board” means the Board of Education of the DeKalb County Schools Board of Education

**SECTION 2-C. SCOPE OF COMPLAINT; EXCLUSIONS.**

1. Scope. Unless excluded by paragraph (b) hereof, this complaint and grievance procedure is applicable to any claim by any professional certificated by the

2. Professional Standards Commission who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies rules, regulations, or written agreements of this school or with which the school is required to comply.

**3.** Exclusions. The following shall not be subject to complaint pursuant to the provision of this policy:

a) Personnel evaluation job performance ratings and professional development plans pursuant to O.C.G.A. § 20-2-210;
b) The termination, nonrenewal, demotion, suspension, or reprimand of any employee pursuant to O.C.G.A. § 20-2-940, et seq;
c) The revocation, suspension, or denial of certification of any employee pursuant to O.C.G.A. § 20-2-790, et seq;
d) A matter that has already been presented directly to the DeKalb County School Board pursuant to O.C.G.A. § 20-2-1160; and
e) A sexual harassment, or hostile work environment complaint that may be submitted pursuant to DeKalb County School Board Policy GAEB.
f) "Complainant" means any certified employee of DAAE who files a Complaint pursuant to this policy.
g) A document is "filed" when it is physically received in the Principal's office via U.S. Mail, e-mail, facsimile, or hand-delivery.
h) "Notice" may be accomplished by certified mail, e-mail, facsimile, or hand delivery. If the written Complaint form does not include an address, notice to the Complainant is accomplished by certified mail to the Complainant's last known physical address submitted to the Principal. If the notice is sent by certified mail, it is deemed delivered upon its deposit in the United States mail; it must be adequately addressed and must contain adequate postage.
i) "Notice of Summary Dismissal Letter" may be accomplished by certified mail or hand delivery and will follow the procedures as set forth by the DeKalb County Schools Administration. Summary of Dismissal Procedures pursuant to O.C.G.A. § 20-2-989.8.

## SECTION 3-C. Form, Timelines, Failure to Meet Timelines, Resolution.

**1.** The Complaint must be in writing and shall include the following components:
**2.** The total time frame should not exceed sixty (60) calendar days from the date the Complaint is filed to the date a copy of the Governance Board's decision is delivered to the Complainant, unless time limits have been mutually waived by the parties through a written agreement.
**3. Any complaint not processed within the timetable required in this procedure shall be forwarded to the next level designated.**
**4.** The time restraints may be extended by mutual, written agreement of the Complainant and the administrator or the Governance Board. The extension, by agreement, of any time limit will automatically extend the overall sixty (60) day time limit or by an additional (60) days.
**5.** The time restraints contained herein may be extended by the mutual, written agreement of the Complainant and the administrator and/or Governance Board. The extension, by agreement, of any time limit herein shall automatically extend the overall sixty (60) day time limit or by an additional (60) days.

### Informal Conference to Resolve

To expedite the resolution of Complaints at the lowest possible level, employees are encouraged, to first file a request for an Informal Conference to Resolve ("ICR") with his/her immediate

supervisor, prior to requesting a Level One Conference.

1. Employee should make an appointment with immediate supervisor to discuss the nature of the complaint and state the relief desired.
2. Employee can reference or describe the nature of the complaint, the statute, rule regulation or policy, agreement, that is alleges to have been violated misapplied or misinterpreted.
3. They may also submit notes in writing if they feel this is appropriate.
4. Supervisor will provide responses at that time if appropriate and/or if known.
5. If they are not known and if more information is need to be researched; Administrator must provide a date certain (*not to exceed 10 working days*) to get response back to the employee.
6. Administrator must schedule a meeting with employee and give response to employee; must also make memo in writing. File in immediate supervisor's office files.

**Level One Hearing**

1. At the conclusion of the ICR, the employee needs to let his/her immediate supervisor know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time his/her supervisor presented the employee with their decision.
2. If the employee decides that they do not like the decision of their immediate supervisor, then they move to a Level One Hearing; they have five (5) working days to file a complaint in writing with the Principal of DAAE, [this is now a total of ten (10) days]
3. The employee must submit the following in a letter:

    a) Employee must state in writing the nature of the complaint and the fact that they have gone through the ICR process and the outcome.
    b) Employee must state why they believed the outcome was not correct.
    c) Employee must state the desired outcome and why.
    d) Employee must bring forth additional evidence and/or witnesses if essential or necessary.
    e) Principal must sign and date the letter presented by the employee as showing received and the date received.
    f) Employee must bring forth any other pertinent information identified by the Principal.
    g) The Principal has ten (10) working days to research and provide response to the complaint in writing-
    h) Any response to the employee must be in writing with the reason for said decision and must be submitted within the ten (10) day period and will be filed in the employee's file. Employee must sign and date the copy of the letter from the Principal.
    i) At the conclusion of the Level I Hearing, the employee needs to let the Principal know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time the

Principal presented the employee with the decision.

j) If the employee decides that they want to move to a **Level Two Hearing**, they have five (5) working days to file a complaint in writing with the Governance Board of DAAE. They must do this by sending a letter to the Chair of the DAAE Governance Board.

k) Any complaint not processed within the timetable required in this procedure *cannot* be forwarded to the next level, but will be *reconvened* down a level.

**Level Two Hearing-Appeal from Level One**

**1.** The employee has decided that they want to appeal the decision of the Governance Board of DAAE and wants to move to a Level Two Hearing.

i. Must state the nature of the complaint
ii. Must state that they have been through the Informal conference process and the Level One Process; must state the outcomes of the previous process and why.
iii. Must submit the reason they want to move to Level Two Hearing.
iv. Must state the outcome they are looking for and why.

**2.** Within five (5) working days of the Level One decision, The employee must submit the following in a letter addressed to the Chairperson of the Destiny Achievers Academy of Excellence Governance Board of Directors (Governance Board):

a) The letter can be submitted one of two ways-
   a. Hand delivered to the Principal's office where the submitter must ensure that it is hand stamped and dated and a copy is received by submitter; or
   b. Letter is placed in U.S. mail and sent by Certified Mail with signature receipt requested to sender.

b) The letter must be responded to by the Chairperson who will identify the following-
   a. Acknowledgement of receipt of letter within ten (10) working days of receipt of the request.
   b. A sub-committee of Governance Board of Directors (3) who will hear the complaint.
   c. Include the Time, Date, Place of said Hearing in response to the employee and also include any evidence or materials the employee should bring with or submit prior to the meeting.

c) Employee must acknowledge receipt of response and schedule the meeting time as designated or ask for another date within five working days of receipt of acknowledgement from Governance Board Chair.

d) After Sub-Committee hears evidence, they will make a recommendation to the "Committee as a Whole."
   a. The Board of Directors can also remand the decision back down to the Principal, letting the employee know that it is their decision for the Principal to re-open and re-consider.
   b. The Principal must make his decision within the same timeline that the Board of Directors had.
   c. The decision from either the Governance Board or the Principal must be made in writing and must be submitted within the timeline.

e) The Governance Board will take action on the decision and disseminate the decision to the employee in writing.
f) Governance Board Chair must sign and date the letter presented by the employee as showing received and the date received.
g) Any complaint not processed within the timetable required in this procedure must be forwarded up to the next level

**Level Three - Appeal from Level Two - Mediation**

1. Should the DAAE employee decide that they wish to appeal the decision made at Level Two, they have the ability to appeal that involves going to Mediation.
2. Contact to go into mediation requires that the employee:
    a. Submits letter to the Chair of the Governance Board of DAAE within five (5) working days of receipt of decision of the Level Two Appeal.
    b. The request *must state that the Employee wishes to enter into Mediation with the Leadership* [Principal] of the Destiny Achievers Academy of Excellence; further is must state that the employee was not satisfied with the Level Two decisions and therefore wishes to enter into the Mediation process for a final decision.
3. A third party neutral will contact the employee and the Principal and begin to schedule the Mediation process to the mutual approval of both parties.

## SECTION 4-C. Records, Time, Representation, Costs, Reprisals.

**For the Record**

1. The proceedings of the Informal Conference to Resolve are between the immediate supervisor and the employee only. The immediate supervisor makes simple notes and resolves the issue. Direction and memorandum are only provided to address and resolve the issues if deemed necessary to resolve and become part of documentation of the record. Said documentation will be shared as necessary. Otherwise it is filed with the principal only.
2. The proceedings at Level One and Two shall be accurately recorded by mechanical means, and all evidence introduced at this level shall be preserved. The record of the proceedings and the evidence introduced shall be made available at all times and memorialized in the school files and ultimately the employees record.

**Time Limits:**

The administrator and/or the presider of the hearing shall have the authority to maintain order at any hearing; they will be able to limit the time within which the Employee or any other party presenting evidence or examining witnesses must be completed. Time limits may be imposed at the outset of the hearing or at any time during the hearing.

**Representation:**

1. At Level One and Two, the presence of any individual other than the Employee, and the DAAE Supervisor, and any witnesses that may be called to testify by either of them is specifically prohibited. The Employee and the administration are entitled to the presence of an individual of their choice to assist them in the presentation of the Complaint and the

administration's response thereto at Levels Two and Three.

2. At the Level Three – Mediation, the mutually agreed upon mediator will establish the rules set forth for the mediation process.

**Costs:**

Except for the cost of preparing and preserving the record of the proceedings conducted under this procedure, which shall be borne by the school, all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved.

**Reprisals:**

The Employee shall not be the subject of any reprisals or retaliation as a result of filing a Complaint under this policy. Should any such reprisal occur, the Employee may refer the matter to the Professional Standards Commission.

# 4.9 Certificate of Incorporation

Control No. **10052896**

# STATE OF GEORGIA

## Secretary of State

**Corporation Division**
**315 West Tower**
**#2 Martin Luther King, Jr. Dr.**
**Atlanta, Georgia 30334-1530**

# CERTIFICATE OF INCORPORATION

I, Brian P. Kemp, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

## DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. INC.

**a Domestic Non-Profit Corporation**

has been duly incorporated under the laws of the State of Georgia on **July 27, 2010** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal of the City of Atlanta and the State of Georgia on July 27, 2010

B. P. Kemp

Brian P. Kemp
Secretary of State

Control No: 10052896
Date Filed: 07/27/2010 05:33 PM
Brian P. Kemp
Secretary of State

# Articles Of Incorporation
# For Georgia Non-Profit

**The name of the corporation is:**
DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. INC.

**The corporation is organized pursuant to the Georgia Nonprofit Corporation Code.**

**The principal mailing address of the non-profit:**
P.O. BOX 361509
DECATUR, GA 30036

**The Registered Agent is:**
BEN C JAKES
3595 LINECREST RD
ELLENWOOD, GA 30294

**County:**

**The name and address of each incorporator(s) is:**
BEN C JAKES
3497 FINESSE DR
DECATUR, GA 30032

**The corporation will have members.**

**The optional provisions are:**
No optional provisions.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on the date set forth below.

**Signature(s):**
Incorporator, BEN C JAKES

**Date:**
07/27/2010

# 4.10 Board Members Resumes

***Wilbert Dixon***

**School:**

*American Chaplain Training School*
*Taylor University*

*Correctional Chaplain Training*
*Conferred Certificate – June 14, 1996*

*Post Counselor Training*
*Toccoa, Georgia*

*Leadership DeKalb - 1998*

**Chaplain Experience:**

*Head Chaplain DeKalb County Sheriff Department (7) years*

*Head Chaplain Rockdale Probation Detention department (4) years*

*Head chaplain Clayton County Detention Center*

**Ministry:**

*Director, Prison Ministry - New Birth Missionary Baptist Church (13) years*

**Volunteer:**

*DeKalb County Sheriff Department*

*City of Atlanta Correction Department*

*Fulton County sheriff Department*

**Training:**

*Assist in Teaching – State Training Classes for State Chaplains*

*Conducted training classes in Churches for Prison Ministry*

# Wilbert Dixon, Chaplain

**Objective**

Service-focused individual and program coordinator with a strong commitment to serving the needs of disadvantaged youth and adults, including homeless, emancipated youth and special needs population.

Excel in program and organizational planning, with documented success overcoming challenges of limited resources and financial constraints to design high quality, cost-effective and comprehensive service offerings.

Skilled in building community support, key coalitions and strategic interagency partnerships. Backed by solid credentials and equal strengths in program, personnel and case management.

**Experience**

**Case Manager**

8/2007- 10/2009 Human Services Development, DeKalb County, GA

Worked with program participants with a caseload of 90 to 130. The key contact for the participants. Responsible for developing for them a systematic and coordinated case management approach along with an individualized Service Plan (ISP) which provides a blueprint to guide the development of skills and other essential qualities toward a responsible and sustainable future. The Case Manager is also involved in the coordinating recruitment efforts, and provision of "Status", data and progress reports to the Project Manager.

**Prison Ministry Director**

1/1993-5/2007 - New Birth Missionary Baptist - Lithonia, GA

**Historical Over View**

In 1993, Prison Ministry at New Birth embarked on a new mission with Chaplain Wilbert Dixon. Serving as Senior Chaplain. He grew the ministry from serving the county jail to serving more than 10 additional institutions. A very successful "Gift Tree" program was added under my leadership that serves 3,000 kids of incarcerated familes. Chaplain Dixon is also responsible for facilitating the development of the metro-wide prison ministry collaborative that now includes 40 churches. He has become the resident expert in Prison Re-entry initiatives as a representative and facilitator for the DeKalb Faith-Base community.

**Ministry Responsibilities**

1. Oversight and direction of entire ministry
2. Development of ministry to inmate men
3. Oversight of the development of ministry to inmate women

4. Volunteer orientation, development and training
5. Development of church relations
6. Liaison with religious community
7. Coordinate the affairs of the religious community

**Skills**

| Skill Name | Skill Level |
|---|---|
| **Client Advocacy** | **Experienced** |
| **Community-Client Relations** | **Experienced** |
| **Client Needs Assessment & Response** | **Experienced** |
| **Community Outreach** | **Experienced** |
| **Case Planning & Management** | **Experienced** |
| **Program Administration & Policy Development** | **Experienced** |
| **Licensing Issues & Regulatory Compliance** | **Experienced** |
| **Staff Development & Supervision** | **Experienced** |
| **Interagency Partnership/ Referrals** | **Experienced** |

**Certifications**

Chaplaincy Training Program – Taylor University
Cognitive Training – US Department of Justice
Leadership DeKalb – Decatur, Georgia

**Additional information**

Respected builder, leader and member of interdisciplinary teams –instill a shared sense of purpose to provide optimal services, resources and program for those in need. Deeply committed to improving the quality of life for clients, with special interest in providing case management services for incarcerated individuals.

ANDREW HENRY GRIFFIN JR., ED.D.

Wife: D'Ann P. Griffin, Ed.D. – 7 children – 15 Grandchildren

Member – Church – Panola Road – Lithonia, Georgia

Education Consultant: (AGG&G Consultant LLG)

Georgia Board of Regents – (2013 – present);

Latin American Association, Atlanta Georgia – (2010 – 2013);

Central State University Wilberforce, Ohio (2007 – 2009);

Professional Career:

Office of Superintendent of Public Instruction – Olympia, Washington – Assistant Superintendent of Professional Education (1997 -2007)

Georgia Association of Educators – Atlanta Georgia – Executive Director (1987 – 1997): Associate Executive Director (1977- 1987)

National Education Association – Washington D.C. – Research Coordinator and Human Right Specialist – (1970 – 1977)

American International College – Springfield, Massachusetts – Assistant Professor/Co-Director Human Relations and Community Affairs (1967- 1977)

Northern Education Service – Springfield, Massachusetts – Executive Director – Associate Executive Director (1964 – 1967)

Springfield Massachusetts Public Schools – Special Education Teacher, Buckingham Junior High School – (1962 – 1964)

Professional Education:

Harvard University – Cambridge, Massachusetts – Doctor of Education – Curriculum and Supervision – (1972)

American International College – Springfield, Massachusetts – M. A. Human Relations and Community Affairs – (1968)

Westfield State College – Westfield, Massachusetts – M. A. Education, Counseling – (1965)

American International College – Springfield, Massachusetts – Bachelors, Education and Sociology – (1962)

**Charles Bowman**

## Objective

To advance education and character development in the lives of children by facilitating empowering leadership with rigorous academic ardor and acumen in a nurturing environment where all stakeholders invest their best possible.

## Professional Profile Summary

*Stewardship of Vision*

- Deliver training and orientation to stakeholders that fosters the school-wide understanding of the philosophy of Common Core GPS/International Baccalaureate (IB) in the context of our school vision and mission and Consolidated School Improvement Plan
- Model, audit and evaluate instructional practices in lesson plans and classroom instruction
- Coordinate with administration, teachers and Instructional Coach to oversee curricular goals
- Communication of achievements, accomplishments, and success through varied media including newsletter, website, CallingPost, Twitter, Facebook, etc.
- Conduct focus-walks, peer coaching, and reflection on observed and ideal best practices of professional learning, instruction and curriculum development
- Provide mentorship and coaching to teachers through induction programs and professional development based on collaborative goals and TKES requirements

*School Culture & Instructional Program*

- Supervise the development and active employ of curricular maps to broaden the scope of our academic program
- Identify technology and resources to support active and effective instruction aligned with strategic and College and Career Readiness Performance Index (CCRPI) projections
- Appraise and procure resources to support tutoring enrichment activities aligned with curricular standards
- Assemble, analyze, and interpret benchmark, formative and summative data to develop differentiated instructional practices supporting the Response to Intervention (RtI) for students and teachers

*Operations & Organizational Management*

- Advance the establishment of a foundation with PTA to broaden our funding potential to support learning initiatives
- Design, develop and implement the Master Schedule of schedules and courses through district-wide electronic student information systems (eSIS) and Infinite Campus (IC)
- Oversee the development and effective implementation of the Safe Schools Plan
- Cooperate in the alignment of physical, fiscal, and human capital to most effectively run the school including textbooks, and other physical assets
- Direct the maintenance of facilities, grounds and services through the custodial and kitchen staff
- Initiated the creation of a district council of Coordinators to interface and synchronize consistency within implemented programs

*Community Collaboration*

- Direct efforts of parent volunteers in classroom activities, planning and support
- Host quarterly lunch and learn seminars about IB program elements and service opportunities for parents
- Designed a procedure and application to identify and utilize the spectrum of diversity and talents present in our school community
- Devised activities and directed resources to nurture and celebrate the diverse community members of our school community
- Presented lectures regarding the philosophy and implementation of the IB

*Professional Learning & Development*

- Professional Learning Liaison- develop, supervise and evaluate professional learning needs of staff through surveys and Consolidated School Improvement Plan
- Delivered focused professional development highlighting differentiated instruction, technology integration, data disaggregation, Common Core State Standards, Promethean Boards and Professional Development Planner use in the Instructional Data Management System
- Developed, coordinated, and conducted web-hosted training and workshops in computer based technologies for teachers, students, parents and administrative staff.
- Collaborate with school leaders to integrate online instructional technology programs like CompassLearning, Renaissance Learning (STAR Reading & Math), SuccessMaker, BrainPop, and ActiveStudio into instruction
- Critical Friends Group/Professional Learning Communities Coach-model and implement the collaborative planning and evaluation models to enrich student achievement

## Employment History

December 2014 – Present **Assistant Principal for Instruction**, Hambrick Elementary School

DeKalb County School System, Atlanta, GA

July 2012 – December 2014 **Assistant Principal for Instruction**, Snapfinger Elementary School

DeKalb County School System, Atlanta, GA

Dec 2010 – July 2012 **Assistant Principal for Instruction**, Kelley Lake Elementary School

DeKalb County School System, Atlanta, GA

Aug 2006 – Dec 2010 **International Baccalaureate (IB) Primary Years Programme Coordinator**, Fernbank Elementary, DeKalb County School System, Atlanta, GA

Aug 2002-2004/2004-2006 - **Educator, Atlanta Public Schools**, Atlanta, GA (T.H. Slater/Sarah Smith Elementary Schools)

## Education

Aug 2009 – Present Mercer University, Atlanta, GA

- PhD Educational Leadership

Aug 2007- Dec 2008 Georgia State University, Atlanta, GA

- Educational Leadership Certification

Sept 2005 – May 2006 Georgia State University, Atlanta, GA

- Masters of Education

Aug 1992 – May 1996 Morehouse College, Atlanta, GA

- Bachelor of Arts Religion

## Other Accomplishments

- Project GRAD Master Teacher Award
- *Milestones* –feature on alternative Teacher Preparation Programs
- US Dept of Education Alternative Certification PSA
- Fulbright Memorial Fund Scholarship 2004
- Gifted Educator Endorsement 2008
- International Baccalaureate Academy graduate, 2009
- Chaperone, Atlanta Contingency, Asian-Pacific Children's Convention 2009
- Kappa Delta Pi International Education Honors Society

# Kenneth E. Turner

## PROFESSIONAL SUMMARY

Highly successful and results oriented ***Senior Medical Device & Pharmaceutical Sales Professional*** with proven ability to create sales growth and market penetration through strong work ethic. Consistent award winner recognized for exceptional drive to achieve and surpass goals. Sales skills and business development experience encompasses all aspects of pharmaceutical, medical device and hospital/institutional sales.

## PROFESSIONAL EXPERIENCE

TEVA PHARMACEUTICAL – Atlanta, Georgia 2012 - Present
**EXECUTIVE SALES SPECIALIST**

Increased sales and market share in my assigned geographic and therapeutic areas. Successful interaction with healthcare professionals and other designated key decision makers. Utilizing all available Sales and Marketing resources to accomplish business goals. Delivered sales results by calling on targeted physicians in my assigned territory. Implement sales, marketing and patient support programs to get and keep patients on Teva Neuroscience products.

THER-RX CORPERATION – Atlanta, Georgia 2011 – 2012
**SPECIALTY REPRESENTATIVE**

Executed the promotion of the orphan drug Makena, an injectable progesterone for prevention of pre-term birth to Obstetricians and Maternal Fetal Medicine Specialists. Serve as account manager with key office personnel to navigate buy and bill process. Educate clinical staff on appropriate identification and proper length of therapy.

JOHNSON & JOHNSON, Ortho Women's Health & Urology – Atlanta, GA 2000 - 2010
**SENIOR SALES REPRESENTATIVE, Medical Device & Pharmaceutical Sales**

Promoted pharmaceutical, medical devices, and diagnostic products to OB/GYN's, Family Practitioners, and Urologists that includes quality consultative services, cost analysis, clinical trials, speaker programs, and reimbursement to increase customer retention, market share and profits. Therapeutic areas of focus include endometrial ablation, pain management protocol and lower uterine block as a means of local anesthesia in hospitals and in their offices.

**Select Achievements:**

- Top performer in Nation and SE Region, ranked 16 out of 100, for achieving 1700% of 2009 catheter sales quota. (72 units sold YTD over 25 unit quota.)
- Recognized for outstanding performance, ranked 24 out of 100, for Selling 300% of 2009 controller sales quota YTD.
- Medical Device sales and training accomplished in both the operating room and private office environments.
- Transformed President's Circle performance ranking by over 25% with 3rd quarter 2009 national standing as 23 out of 100.
- Top share attainment through increasing Ortho Tri-Cyclen share from 19.5% to 22.6% (February, 2000 to February 2001).
- Exhibited outstanding territory management with a high call average in the second highest oral contraception market volume territory in the district.
- Increased volume of operating room procedures through partnership with Ethicon Women's Health and Lifescan counterparts.

- Accelerated interstitial cystitis market volume by increasing IC awareness through establishing IC protocols in key offices, nurse training proctorships with outside key opinion leaders, IC professional education dinner programs, and grand rounds programs.

JOHNSON & JOHNSON, Ortho Women's Health & Urology – Atlanta, Georgia 1997 - 2000
**WOMEN'S HEALTH INSTITUTIONAL REPRESENTATIVE**

Educated and trained Ob/Gyn residents, attending physicians, residency directors, and purchasing directors of major hospitals, neighborhood clinics, at Emory University/Grady Hospital, Atlanta Medical Center, Morehouse Medical School, and the University of Alabama/Birmingham.

## Kenneth E. Turner // Page Two //PROFESSIONAL EXPERIENCE *(Continued)*

**Select Achievements:**

- Won hospital formulary contracts for the following brands: Ortho Tri-Cyclen Lo, Ortho Evra, Ortho Est, and ParaGard Copper T380 Intrauterine Device.
- Sold $23,819 total oral contraceptive products to Jefferson County Health Department in 2000.
- Sold $16,595 total oral contraceptive products to Planned Parenthood of Georgia in 2000.
- Sold $24,424 total oral contraceptive products to Fulton County Health Department in 1999.
- Sold $ 7,669 total oral contraceptives products to Grady Memorial Hospital in 1999.
- Implemented and conducted Optimistic Future train-the trainer program with Emory University and Atlanta Medical Center in 1999 and 2000.

JOHNSON & JOHNSON, Ortho Pharmaceutical – Atlanta, Georgia 1992 – 1997
**WOMEN'S HEALTH PROFESSIONAL SALES REPRESENTATIVE,**
Promoted pharmaceuticals, to OB/GYN's, Family Practitioners, and Urologists that includes quality consultative services, clinical trials, and speaker programs to increase customer service, market share and profits. Promoted product line included Oral Contraceptives, Analgesics, and Antibiotics.

**Select Achievements:**

- Secured 20% market share for Ortho Evra contraceptive patch.
- Received top share recognition for achieving 25% Floxin market share.
- Actively took on leadership responsibilities with the Atlanta district that involved Managed Healthcare accounts, Ultram and Terazol product managers

**Select Awards:**

- 2008 Elmiron new share 1st. quarter (ranked 2 out of 7)
- 2006 President's Pinnacle Club (ranked 21 out of 76)
- 2005 Regional combined share rank (ranked 4 out of 76 )
- 2005 Leader's Circle for market share reaching 15%+
- 2004 Atlanta District Sales Rep of the Year
- 2004 Atlanta District Sales Rep of the First Cycle
- 2003 Atlanta District Sales Rep of the First Cycle
- 2003 Atlanta District sales Rep of the Second Cycle
- 2002 President's Pinnacle Club (ranked 3 out of 76)
- 2002 Atlanta District Sales Rep of the Third Cycle
- 2001 Atlanta District Sales Rep of the Third Cycle
- 2001 Georgia District Core Values Award for teamwork and Commitment
- 2000 Institutional Rep Award from Emory OB/GYN Residents
- 1999 Atlanta District Sales Rep of the Second Cycle
- 1998 The OC Leaders Circle (Silver Award)
- 1996 Floxin Tokyo, Japan Trip Award
- 1995 Floxin 25% Market Share Club Award

## ADDITIONAL EXPERIENCE

PEPSICO, INC./KFC NATIONAL MANAGEMENT CORPORATION – Atlanta, GA 1990-1992
**AREA MANAGER**
Managed multi-unit operations with full P&L responsibility for over $5MM in annual sales. Accountable for operations, sales, customer service, marketing, training, and new product implementation.

UNITED STATES ARMY 1979 - 1990
**CAPTAIN/COMPANY COMMANDER -** Battalion Logistics Officer, Communications and Electronics Staff Officer Highlights: Developed and trained 730 soldiers and managed annual operating budget of $360K.

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## EDUCATION

CENTRAL STATE UNIVERSITY – Wilberforce, OH
**BACHELOR OF SCIENCE DEGREE**

# Erica L. Williams

## WORK EXPERIENCE

2013 – September 2015 – DeKalb County Government – Human Development Dept.

*Special Projects Coordinator*

- Coordinate all Resource System applications to include: Kronos, Peoplesoft, Oracle and P-Card, NEOGOV.
- Managed and maintain all personnel and payroll records. Coordinated with HR on all personnel changes.
- Managed all information for employee benefits.
- Monitor/Reconcile all P-Card expenditures and create monthly transactions log for record keeping as required by County Policy.
- Created TAKEN and POST IT UP Campaigns on Human Trafficking. Established a network of non-profit organizations, community advocates, faith based organizations and citizens with DeKalb County
- Manages the implementation of newly awarded competitive grants to ensure compliance, fiscal integrity and adherence to the county's stated objectives. Managed START2, a Federal Second Chance Grant for returning citizens. Responsbile for financial reporting and collaborate with CSB on programmatic reporting for submission.
- Provide technical assistance for team members
- Responsible for hosting education/awareness forums within the community on Human Trafficking and how it affects our County and world around us
- Initaiated GA "Not Buying It" Initiative for DeKalb County, as it is the first County to join.
- Work on various projects within the DeKalb Taskforce on Reentry & Recidivism. This is also in collaboration with GA-PRI
- Responsbile for the execution of the GA-PRI "Faith Based" Initiative
- Establishes collaborations among cross-sector community partners and implements programs to carry out the county's objectives
- Establishes relationships with the business community, citizens and other local agencies, boards, etc., to ensure proper services are followed to address needs and to communicate future needs and services
- Serves on the Human Services Coordinating Committee (HSCC) – Assists with logging in Human Services Grant Applications and reviewing them for threshold requirements

2011 – 2013 – DeKalb County Governemnt – BOC Clerk's Office

*Sr. Office Coordinator*

- Coordinate all Resource System applications to include: Kronos, Peoplesoft, Oracle and P-Card, NEOGOV.
- Managed and maintain all personnel and payroll records. Coordinated with HR on all personnel changes.

- Managed all information for employee benefits.
- Monitor/Reconcile all P-Card expenditures and create monthly transactions log for record keeping as required by County Policy.
- Provide technical and administrative assistance to the County Clerk in developing effective and efficient operating procedures and workflow management
- Effectively and efficiently process all requisitions, invoices and purchase orders and coordinate with Accounting to ensure payment is timely
- Compose and maintains confidential and sensitive correspondences, files, records and reports
- Assist Clerk with all Open Records Requests
- Coordinates new employee processing and orientation. Provide assistance with internal setup
- Performs administrative duties for the Board of Commissioners upon request
- Provide Clerk support to committee meetings
- Assist Clerk & BOC with all travel arrangements and expense reports
- Backup for BOC Voting System during regular BOC meetings (2nd & 4th Tuesdays)
- Develop, organize and publish all marketing, information publications and Website for the Clerk's Office. Coordinate with IS on website.
- Prepares and monitors annual budget with BOC Chief of Staff and County Clerk and prepares a periodic status report on expenditures by each Commission department. Maintained a budget in excess of $3.5 million dollars – nine cost centers. Ensure budget amendments were completed to cover all fiscal expenditures
- Work with Budget Analyst and Finance Department on all budget requests and reports
- Assist with coordination of all Clerk's Office staff meetings
- Maintain a current and accurate list of all Registrations and dues for the Clerk's Office
- Annual Grant coordination with the execution of 1-2 grants per calendar year
- Submit work requests to Facilities Managements and coordinate with them on various projects
- Create and Develop partnerships for community initiatives for the Clerk's Office
- Complete one community fundraiser annually that will benefit the community
  - 2012 Womens Resource Center Drive
- Coordinate ordering supplies for BOC & Clerk's Office
- Ethics (BOE) – Process all incoming requests, maintain and create files for all correspondences and work with the Chair to ensure minutes and documents are current
- Responsible for scheduling all Retreats for BOC and staff

2009 – 2011 – DeKalb County Government – BOC Clerk's Office

*Administrative Assistant II*

- Maintain the BOC and CEO Appointments
- Reorganized Clerk's Vault to ensure compliance of all records
- Event Planning & Coordination of meals for BOC and Staff every Tuesday and BOC Retreats
- Prepare and Process all Zoning Ordinances and Resolutions
- Completed 5 outstanding projects
- Responsible for all Sprint accounts (BOC and Staff)
- Prepare, Maintain and Reconcile budget for BOC and Staff, nine cost centers. Budget was in excess of $3.5 million dollars with nine cost centers.

2003 – 2009 - DeKalb County Government - Humam Services Dept.

*Administrative Assistant II*

- Handled all personnel, payroll and benefits for entire department
- Assisted with developing of processes, procedures and systems to organize departmental day to day operations
- Managed, maintained, addressed and provided recommendations/solutions to all office related issues and concerns
- Developed a plan for Money Smart training classes for citizens of DeKalb County
- Assisted with quarterly Town Hall Meetings, Schedule and assist with staff meeting
- Collaborated with DeVry to ensure proper placement of interns within the Human Services Department, Supervise DeVry Interns and provide quarterly feedback on performance
- Liaison for department conversion over to 311 information service within the County
- Processed all invoices for payments, process reimbursable expenses in Oracle and other duties as deemed necessary in Oracle (reports, inquiries, etc.); order Supplies
- Assisted in maintaining a $3 million dollar budget for department with three various cost centers
- Handled all grant related budgets and expenditures
- Completed and process all professional contracts for various vendors
- Made recommendation to Director regarding budget and budget amendments. Conduct quarterly review meetings, make decisions based on need and budget
- Provided information and referral to citizens of DeKalb who are in need of emergency assistance
- Completed performance evaluation for various staff members including supervisors and process to HR
- Completed and coordinated all travel arrangements for staff
- Assisted with all unemployment issues
- Planned, executed and supervised various projects that are outside of job description – Fans for seniors, Set up and complete additional work space for grant personnel, Days of Service for S. DeKalb, Basement clean-up at Bruce Street Recreation Center
- Assisted with Information Briefing for Non-Profits and grants given by department
- Troubleshooted all computer and equipment related issues and maintained inventory list
- Served as the liaison for the department

2003 – 2003 Georgia Personnel Services

DeKalb County Government – Human Services

*Receptionist/Administrative Assistant*

- Answering Multi-Line Telephone System
- Assisted staff with various projects
- Scheduled of various meeting and activities
- General Administrative duties such as, filing, copying, order supplies, completing request

for payment forms

- Troubleshooting problems with computers, printers, etc.
- Reviewed resumes for possible interviews
- Maintained vendor information and invoices

2002 – 2002 Dekalb Voters Registration

*Customer Service Representative*

- Updated Voters Registration information in system
- Assisted Absentee Voters with precinct/ballot information for voting
- Filing
- Field Support for precincts

1999–2001 HoneyBaked Ham Company

*Human Resources Coordinator*

- Assisted HR Director with various duties and projects
- Scheduled Appointments and maintained calendar for HR Director
- Maintained Employee Award Program for entire company and collaborated with American Express to provided monetary certificates within program
- Payroll Assistant – entering/processing time, printed and distributed checks weekly and bi-weekly
- Created and maintain all personnel records
- Field Support for over 100 stores across the US
- Processed payment for request forms
- Assisted with associate/employee relation issues
- Maintained vendor list with HBH
- Maintained mailroom for Corporate/All Stores

1996–1999 Collaborative Design Group

*Receptionist/AP & AR Coordinator*

- Received all incoming calls for two organizations
- Incoming/Outgoing mail – received and distribute
- Typing specs for bids
- Bank Deposits/record keeping
- Maintain data base for all personnel records
- Accounts Payable/Receivables.
- Processed invoices for payment

1994–1995 Norell Temp Service

*Administrative Assistant/Receptionist*

- Various Administrative duties as requested by manager; typing, filing and answering multi-line telephone

## EDUCATION

Present Shorter University Lawrenceville, GA
- Bachelor of Science in Management

May 2007 Shorter University Lawrenceville, GA
- Associate of Science in Business

1994 Dekalb College Decatur, GA
- Business Administration/Graduated with Honors

## COMPUTER SKILLS

- Microsoft Office, including Word, Excel, PowerPoint, Publisher, Outlook
- Kronos
- Peoplesoft
- Oracle Financials
- Payment Manager – Bank of America (P-Card)
- NEOGOV
- Granicus – iLegislate

# RESUME

**Ms. Geraldine No man**

**Religion: Baptist - NewBirth Missionary Baptist Church – Bishop Long**

**Widow with 3 children**

**Education Background**

**Robert Shaw Elementary School – Scottdale, Georgia – 1955-1962**

**Hamilton High School – Scottdale, Georigia – 1962-1967**

**DeKalb Community College – 1967-1969 – Associated Degree-Computer Certification**

**Career(s)**

**Northern Telecom Communications – 1979-1991 – Electronic Tech**

**After School Director – NewBirth Missionary Baptist Church – 1992-**

**Food Service Manager Destiny Academy(former Project Impact) 30 years, presently.**

**Community Service**

**Board of Directors – Destiny Achievers Academy of Excellence (Current)**

# Appendix 5

## Curriculum

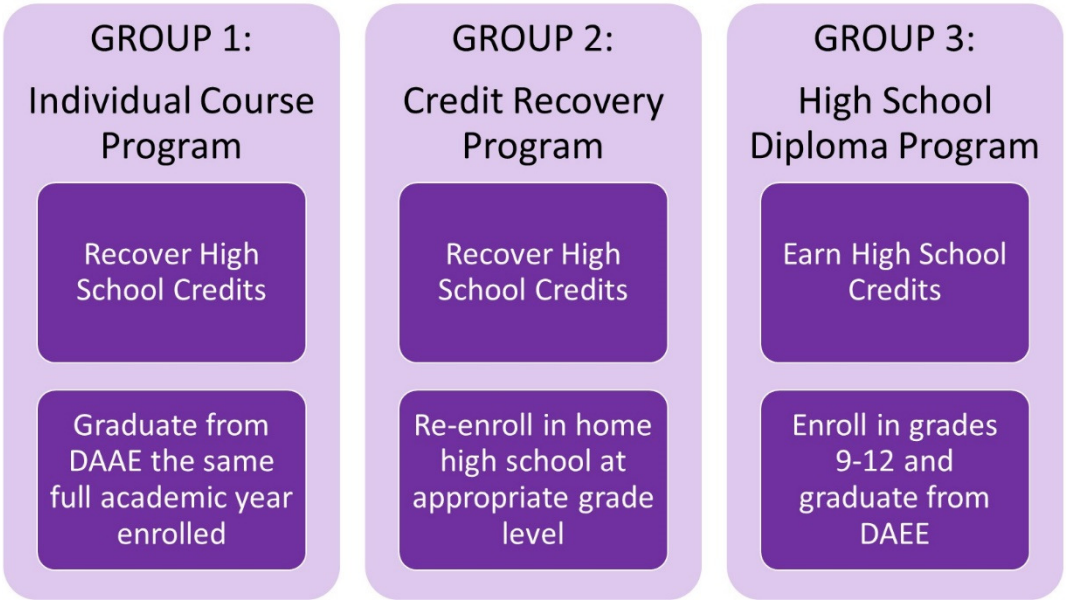
## Curriculum Details

**Student Body Composition and Enrollment**. DAAE serves a unique student population of 14 to 21 year-olds. They are non-traditional students who are at-risk. The student population is divided into three groups and students are enrolled into these groups versus by grade level.

- **Group 1: *Individual Course Program*** - Students who wish to recover high school credits and *graduate from DAEE within the same full academic year* they enrolled in the School;

- **Group 2: *Credit Recovery Program*** - Students who wish to recover high school credits at DAAE and *reenter their home high schools* at the appropriate grade for their cohort/age group; and

- **Group 3: *High School Diploma Program*** – DAAE's 9-12 High School Diploma Program enrolls students who enter the school and will spend the *remainder of their high school experience (grades 9 through 12) at the School* and graduate with a high school diploma.




The academic goals are the same for all students even as they may find themselves in unique at-risk situations today. Students at-risk may be:

- Currently in DCSD schools, for example, (a) too old to continue middle school; (b) a 10th grade student with three or less credits; (c) alternative school placements
- Exiting the juvenile detention system and in need of completing their education
- A pregnant teen or single parent
- English language learners
- Smart as they can be but bored with the classroom setting they are presently in

- A student who must work (more than 15 hours a week) to help take care of his/her family
- A gifted student who wants to move on when ready
- Had not participated in college/career preparatory program
- Students from military families
- Economically disadvantaged and/or socially marginalized

Of course, there are some risk factors not listed and others yet to be determined. However, DAAE has the capability to serve non-traditional students who are at-risk in an environment that will enhance their success because the Governance Board and Leadership Team believe in the value and worth of these student.

Over the five-year period of the renewal charter petition, a total of 300 students will be enrolled in the School. DAAE expects that a number of students in Groups 1 and 2 may opt to stay at the School and complete the requirements for their high school diploma instead of returning to their home schools. While this may appear to be a slow start, the Governance Board and the Leadership team believe that the controlled enrollment projections to 300 students is based on the change in program design as described in the Charter Renewal Petition Application. The controlled enrollment every year also gives the Governance Board and Leadership Team the opportunity to make necessary and appropriate changes to accommodate the projected student enrollment (see Table Below).

| Years | Group 1 25% | Group 2 15% | Group 3 60% | Total Students |
|---|---|---|---|---|
| **2016-17** | 56 | 34 | 135 | 225 |
| **2017-18** | 69 | 41 | 165 | 275 |
| **2018-19** | 75 | 45 | 180 | 300 |
| **2019-20** | 75 | 45 | 180 | 300 |
| **2020-21** | 75 | 45 | 180 | 300 |

As the program is under constant review and continuous improvement, and especially as technology is improving, teachers and staff will need to be trained as well as anticipate efficiencies in carrying out their position responsibilities. If it appears that more students than projected can be enrolled at the School, then the Leadership Team will make that recommendation to the Governance Board so they know and can be prepared to offer the educational program to these additional students.

**Assessments**. DAAE administers classroom, district and statewide assessments as a means to verify student proficiency on CCGPS and GPS. The School uses a variety of assessment types and techniques to measure students' progress towards meeting the academic achievements goals in their ILPs.

***School-wide Assessments*** – DAAE will administer assessments from the STAR 360 Assessments tools. These assessments are nationally normed and include tools to measure reading, math, English, science, and literacy. This package also has a universal screener that will

assist in identifying student Lexile scores and reading ranges for students. Most importantly, these online assessments will provide information to teachers about student growth and achievement levels that can be used to progress monitor. The STAR assessments provide estimates of students' skills and comparisons of students' abilities to national norms. They are also able to provide comprehensive insight into our students' performance Georgia Performance Standards and *predict* their performance on the Georgia Milestones test, while assisting us in monitoring College and Career readiness through classroom assessments.

The data gathered from the STAR assessments will assist teachers in determining the instructional level that students are performing on and it will provide teachers with suggested instructional strategies to assist in planning for instruction. This will also help teachers with the direct instruction models we will employ, the large and small group work that teachers will be able to target students who have specific deficit areas. The STAR assessments will be used to monitor student growth throughout the year and will be administered three times each year: fall, winter, and spring

***District and State-Based Assessments*** – All DCSD and state-mandated tests and assessments will be administered and academic performance data for each student will be used to inform student instruction and teacher professional development. The tests include: Georgia Milestone Assessment System (GMAS) End of Course Tests (EOCT), Student Learning Objectives (S-L-Os) for non-content area courses, Cognitive Abilities Test (CogAT), and the Georgia High School Writing Test (GHSWT). The results from these tests will be used each year to measure the percentage of students meeting grade level expectations for content areas contained in their ILP with an emphasis on the priority content areas of improvement: Coordinate Algebra and Analytic Geometry, Biology, U.S. History, and Economics.

The Assistant Principal participates in all district and state assessment-training sessions and administers local and state assessments in accordance with the DCSD schedules and procedures, and published testing calendar. The CogAT will be utilized contingent upon funding availability. The ACCESS test in Reading, Writing, Speaking and Listening will be administered to English Language Learners (ELL) in each grade level. The Georgia Alternate Assessments (GAA) in Reading, English, Mathematics, Science, and Social Studies will be administered to appropriate Special Education students in grades 9-12.

DAAE adheres to the guidelines and procedures as outlined by the State Assessment Handbook and the State Accommodations Manual. The documented and appropriate signatures from the Principal's pre- and post-administration of assessments compliance forms and the verification forms gathered for various assessments will further demonstrate adherence to the local and state guidelines and procedures. The summative scores for DAAE will be included in all district and state report including the CCRPI.

***Classroom-Based Assessments*** – These assessments are curriculum based and provide teachers and specialists with immediate feedback regarding the level of students' understanding and their progress toward goals. Classroom-based assessments include a variety of measures (formal and informal) such as unit tests, chapter tests, quizzes, projects, portfolios, written work, rubrics and observation checklists.

**Diagnosing Educational Strengths and Using Data for Instructional Planning**. The Leadership Team will monitor the administration of appropriate assessments to measure students' academic growth and mastery of standards against benchmarks. They will also collect student achievement data for review and analysis to gain a broader, deeper perspective of

student knowledge and skill levels. They will also review student portfolios, work sampling, teacher observations, parent/guardian consultations, etc. to establish a comprehensive data profile for each student

During the admissions/enrollment process, students will take a series of online academic assessments to understand their current levels of proficiency in math, reading, science, social studies, Lexile score and results from the Universal Screener. The purpose of this assessment process is to be able to identify the areas of weaknesses and strengths of the students who are enrolling for the current school year. The assessment will identify the reading and mathematics level of the students that teachers will be working with and serve to indicate at what levels intervention services may be needed. Since DAAE's instructional program is a *"Blended or Hybrid"* model, classroom teachers will set goals with their students to monitor and improve achievement. Monitoring progress is also part of the student's responsibility, as well as that of the teacher and the Leadership Team.

Family engagement is important and necessary to begin to understand how students' families operate and what support systems are in place. DAAE will use this information to strengthen family support for student achievement through curriculum and academic nights, parent and teacher conferences and parent contracts. Parents/guardians will also have access to their student's academic performance data through Odesseyware. If a student is having difficulty meeting achievement goals, their ILP will be revised to provide that student with additional instructional time and tutoring and accommodations for support services. Parents/guardians may schedule teacher conferences to discuss student progress as needed.

Research tells us that many schools experience disconnectedness between collecting and analyzing student data and responding to what the data is saying. The Leadership Team aims to bridge this gap. Student achievement data analysis will not only determine how much each student knows but will demonstrate the nature of his or her knowledge and understanding as well as identify patterns of strengths and needs in order to help each student learn. To this end, the Leadership Team will assist teachers in understanding and using student data to inform instruction towards meeting individual student achievement goals, providing instructional support for teachers, and the ongoing review of student's learning to diagnose their educational strengths and needs.

The Leadership Team works with teachers to implement the School's data driven instruction process to make teaching more systematic and effective and develop instructional plans based on assessment information relevant to the desired learning outcomes for students. Within this process, teachers will learn to analyze achievement test results and other types of data to make decisions to improve student success. Given the importance of re-teaching and differentiation strategies, the Leadership Team will be trained in the use of a variety of assessment tools and will serve as instructional coaches to assist teachers in using data to inform instruction.

The Leadership Team works with teachers to address the needs of individual students by examining student work and assessments and assisting with the development of re-teaching strategies for gifted and struggling students to meet learning expectations set in the CCGPS and GPS. Student assessments are used to determine their present levels of achievement, improve classroom instruction, improve the overall school program and determine intervention and acceleration strategies for individual students or groups of students. The Leadership Team disaggregates the data collected from the various formative and summative assessments to determine students' grade level progress toward meeting their ILP goals.

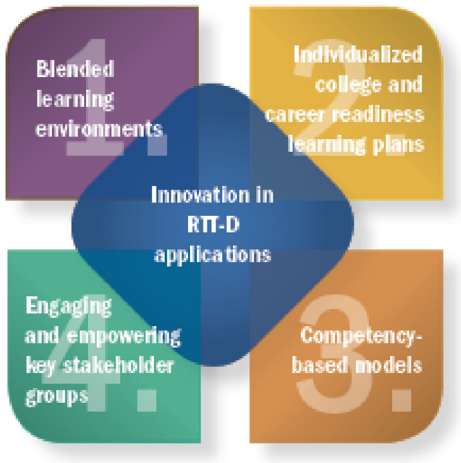
Teachers meet in a collaborative team setting to review students' ILPs monthly. Students who have been determined to be most at risk are monitored more frequently with appropriate interventions to address weaknesses. Using each student's ILP, teachers will have current performance assessment data and will be able to make appropriate adjustments in the instructional program. The teachers in their collaborative professional learning communities will be guided by the Leadership Team to make appropriate adjustments in their instructional program to ensure student growth and content mastery.

**High School Diploma Course of Study**. DAAE follows the DCSD's adopted diploma program of studies. Students' ILPs are developed and shall include the courses necessary to satisfy the student performance objectives.

| *High School Graduation Requirements*: AREAS OF STUDY | *UNITS REQUIRED* |
|---|---|
| **English/Language Arts** | 4 |
| **Mathematics** | 4 |
| **Science** | 4 |
| **Social Studies** | 3 ½ |
| **Physical Education and Health** | 1 |
| **CTAE and/or Fine Arts** | 1 |
| **Modern Language/Latin** | 2 |
| **Electives** | 3 ½ |
| **Total Units (minimum)** | **24** |

| AREAS OF STUDY | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| **English/ Language Arts (4 units)** | Freshman Language Arts | Sophomore Language Arts | American Literature and Composition | English Literature and Composition |
| **Mathematics (4 units)** | Coordinate Algebra | Analytic Geometry | Advanced Algebra | Pre-Calculus |
| **Science (4 units)** | Biology | Physical Science; Chemistry | Chemistry; Environmental Science; Earth Systems; Human Anatomy; Physiology | See courses in Odyssey Course Catalog (***Appendix 5: Curriculum***) |
| **Social Studies (3 units)** | World Geography | World History | United States History | United States Government and Economics |
| **Physical Ed and Health (1 unit)** | Personal Fitness and Intro to Health | See courses in Odyssey Course Catalog (***Appendix 5: Curriculum***) | | |
| **CTAE/ Fine Arts (1 units)** | See courses in Odyssey Course Catalog (***Appendix 5: Curriculum***) | | | |
| **World Language/ Latin (3 units)** | World Language I | World Language II | World Language III | World Language IV |
| **Electives (4 units)** | See courses in Odyssey Course Catalog (***Appendix 5: Curriculum***) | | | |

**Hybrid/Blended Learning**. The American Institutes for Research's recent report—*Education Issue Paper Series: Are Personalized Learning Environments the Next Wave of k-12 Education Reform?* August 2013—reviewed 16 Race-to-The-Top District grantees and their approaches to learning which may ultimately reshape the way instruction is conceptualized and delivered in American schools.




The Report states that a clear vision for, and purposeful use of blended learning models are necessary for improved teaching and learning to result. DAAE believes that it has a clear vision for the purposeful use of blended learning to serve unique student body that we will be serving. Further, DAAE know exactly how they will utilize the expertise of the staff and what kinds of professional development and support will be needed for students to excel. DAAE also has the *will* to do what needs to be done!

*"Too often, schools make plans for using technology but do not develop plans for how the technology will actually be used and integrated to effectively support the learning and curriculum goals"* (Fishman, Pinkard, & Bruce, 1998; Hew & Brush, 2007; Lawless & Pellegrino, 2007).

While a great deal of technology will be utilized in the Personalization of Learning at DAAE, the School will also use technology to keep informed of staff and students' progress using the Odesseyware LMS. The figure on the previous page indicates that the curriculum design and focus at DAAE is aligned to current research for which the main components are:

1. Creating blended learning environments
2. Developing and using individualized college and career readiness learning plans
3. Implementing competency-based models to support and accelerate students' progress through their learning plans
4. Engaging and empowering key stakeholder groups—teachers, parents/guardians, and the broader community—in the process of ensuring student success.

**Arts and Music Therapy**. The Performing Arts program's philosophy is that education in music, drama, and dance is essential to nurturing the cognitive, physical and emotional growth of the human being. Through musical and movement activities, humans empowered with a sense of joy, creative independence, self-worth, openness and confidence. Music, drama, and dance are taught with the same high expectations of any language learning or the learning of any content material. All humans are entitled to build and master skills in the performing arts within a nurturing and joyful atmosphere. Students will learn how to play percussive and steel drums, and guitars.

Zenkov describes the use of photography when teachers are using culturally relevant strategies in their classroom instruction[1]. Drawing is a strategy that is used to get student to begin to see pictures in implementing the writing process.

[1] Zenkov, Kristien (2011). Seeing Relevance: Using Photography to Understand How School, Curricula, and Pedagogies Matter to Urban Youth" in Culture, Relevance, and Schooling edited by Lisa Scherff and Karen Spector

**Personalization of Learning**. This is a teaching and learning environment where teachers develop students' capacity to become independent learners who set goals, monitor their progress, and reflect on their own learning. Student assessments measure mastery of standards. A Personalization of Learning approach to teaching and learning will require rethinking the role of the school, teachers, parents/guardians and the community, the structure of the classroom, and the ways in which knowledge and skills are taught to students and measured. The chart on the following page provides a snapshot of Personalization of Learning.

| Personalization | Differentiation | Individualization |
|---|---|---|
| The Learner… | The Teacher… | The Teacher… |
| drives their learning. | provides instruction to groups of learners. | provides instruction to an individual learner. |
| connects learning with interests, talents, passions, and aspirations. | adjusts learning needs for groups of learners. | accommodates learning needs for the individual learner. |
| actively participates in the design of their learning. | designs instruction based on the learning needs of different groups of learners. | customizes instruction based on the learning needs of the individual learner. |
| owns and is responsible for their learning that includes their voice and choice on how and what they learn. | is responsible for a variety of instruction for different groups of learners. | is responsible for modifying instruction based on the needs of the individual learner. |
| identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher. | identifies the same objectives for different groups of learners as they do for the whole class. | identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support. |
| acquires the skills to select and use the appropriate technology and resources to support and enhance their learning. | selects technology and resources to support the learning needs of different groups of learners. | selects technology and resources to support the learning needs of the individual learner. |
| builds a network of peers, experts, and teachers to guide and support their learning. | supports groups of learners who are reliant on them for their learning. | understands the individual learner is dependent on them to support their learning. |
| demonstrates mastery of content in a competency-based system. | monitors learning based on Carnegie unit (seat time) and grade level. | monitors learning based on Carnegie unit (seat time) and grade level. |
| becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills. | uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning. | uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning. |
| Assessment **AS** and **FOR** Learning with minimal **OF** Learning | Assessment **OF** and **FOR** Learning | Assessment **OF** Learning |

*Understanding **Personalization of Learning** vs Differentiation vs. Individualization*
*(Barbara Bray & Kathleen McClaskey, Personalize Learning ™, 2013)*

Further, the Carnegie Foundation for the Advancement of Teaching is doing continuing research on Personalization of Learning. This excerpt from *"The Promise of Personalized Learning."* (Education Next, Fall 2013, Vol.13, No.4) explains best the impact personalized learning can have on Charter Schools.

> *At the Alliance Tennenbaum Family Technology High School, a charter school on L.A.'s east side, every teacher is responsible for at least one-third more students than any mainstream educator would recommend. But these are not traditional classrooms. The school uses a hybrid model that combines online and traditional instruction and offers students three different ways to learn. On this particular fall day, 16 students are getting traditional in-person instruction in Algebra I from teacher Wendy Chaves; roughly the same number are doing math problems online; and still others are gathered in clusters of four tutoring each other.*

The fact that budgets are tight and we continue to find ways to stretch them and Charter School budgets seem to get even tighter, the use of blended learning and the use of technology with Online curriculum makes sense for educating students in nontraditional ways and in nontraditional formats.

**Instructional Delivery Model**. Maintaining a stable staff at the school is critical to DAAE's success. Since so many of the Students attending DAAE come from challenging situations, the School's instructional staff receive training to address the unique needs of students. This training will allow them to add instructional strategies and methods to their classroom toolkits that are based on:

- *Culturally Relevant Pedagogy* - effective teachers strive to acknowledge the kaleidoscope of background experiences students bring to the classroom and to ensure the materials and methods are representative of this ever-growing diversity. They aim to provide students with opportunities to connect their learning experiences to their own lives

- *Brain Based Strategies* – effective teachers will explicitly teach and provide their students with opportunities to practice using executive functions such as how to learn, study, organize, prioritize, review, and actively participate in class. Activities that can support executive function network development include comparing and contrasting, giving new examples of a concept, group collaboration, open-ended discussions

DAAE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the School is structured to have shorter course lengths, full time enrollment, and a strong job/career and college orientation that will help students at-risk —who might not succeed in a more traditional high school setting—succeed.

**Life Skills Development**. DAAE Students come to the School not only behind academically but also lacking in college, career and life skills preparation. It is imperative for the School to help students with cultivating these skills. Life skill are necessary because we live in a constantly changing world and having these skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in the global economy of last two decades is matched only by the transformation of technology in the last five years. These changes are impacting education, the workplace and personal lives.

In order for DAAE students to cope with the increasing pace and change of life in the 21st Century, they need to develop a cluster of life skills such as the ability to deal with stress and frustration. The first step in providing support to students is to ensure that their Advisors know as much about their academic abilities an interests. This information is gather during the registration and enrollment process from:

1. Meeting with students and their families:
   - Interview with student and parent/guardian/friends
   - Online academic assessments
   - Parent survey and home assessment for internet and/or Wi-Fi/study
   - Survey for Computer support and or compatibility issues
   - Student career interest inventory
   - Artistic inventory
   - Student Interests Inventory
   - Student Planning for Enrollment

2. Review of student documents:
   - Credentials
   - Transcripts
   - IEP
   - Health papers

3. Review of student data and suggested course requirements
   - Support needed
   - Development of Student Schedule
   - Academic support needs
   - Scheduling of support
   - Scheduling of classes
   - Classroom support
   - Classroom classes
   - Online classes
   - Additional programming
   - Mentor Assignments
   - Student Volunteer Responsibility Assignments
   - Student Work Internships/Student Work Schedule

Once we understand each student's background and unique needs, his/his Advisor will develop their Life Skills Attainment Plan as part of the student's Individual Learning Plan (ILP). The plan will ensure that students cultivate skills necessary for everyday life that will help then to:

- Find new ways of thinking and solving problems

- Recognize the impact of their action/resultant actions to others and teach them to take responsibility for what they do rather than blame others

- Build confidence both in spoken skills, knowledge areas, creativity, and for group collaboration and cooperation

- Analyze options, make decisions and understand why they make certain choices outside of the classroom

- Develop a greater sense of self-awareness, appreciation for others, and responsibility to give and to help others.

- Learn different ways to spend quality time alone and or with others through individual and lifetime sports participation and health wand wellness activities.

In the career and job arena students at-risk may still struggle to gain employment. Current research indicate that employers are not only looking for academic success and technical skills but also for key employability skills. DAAE's life skills development program will ensure that students develop the ability to:

- Self-manage, solve problems and understand the work/business environment they work in or would like to work in
- Work well as part of a team; soft skills and attitude adjustment are major interpersonal skills
- Manage their own time as well as people
- Adapt to different roles and flexible working environments
- Lead and influence; knowing what kinds of contributions they can make to their communities and what they still need to learn.

The more individuals develop life skills described above, the more these affect and benefit the community in which they live, work and play in. It is also DAAE's hope that its graduates will:

- Recognize and develop cultural awareness, which makes cooperation easier in the very diverse communities in which we live
- Respect diversity, allow creativity, and allow their imaginations to flourish thereby creating a more tolerant society
- Develop negotiation skills along with the ability to network and empathize with others to build resolutions instead of resentments

The development and use of life skills for each student will vary depending on their individual situations. DAAE hopes to graduate students who are college and career ready with the tools necessary to deal with the challenges of the 21st Century.

**Gifted and Talented Students**. DAAE is committed to meeting and exceeding the needs of all of our gifted and talented students by providing a rigorous educational program that enriches, extends, and accelerates learning for the gifted students in their areas of strength. We also believe that many times these unique students have great gifted and talented potential that has been derailed because it was *misidentified* as discipline problems. DAAE will identify students who are eligible for gifted educational services following the eligibility requirements guidance for Gifted Education Services (O.C.G.A. § 160-4-2-.38) used by DCSD. This will provide teachers with a framework for: (i) identifying, referring and assessing students for gifted instruction; (ii) designing and delivering gifted instruction; (iii) program administration and teacher professional development; and (iv) program evaluation.

The identification of gifted learners will begin with a screening process where a student's enrollment assessment scores will be closely reviewed, and/or the nomination by a staff member

or a parent/community member is recognized. Anyone of these events will trigger a screening event, which will begin a screening process. During the screening process, the School's Leadership Team will collect data from a variety of sources to support the student's nomination. The data gathered will be comprehensive in order to represent a complete profile of the student's present level of educational performance and to show a pattern of performance over time. Data may come from the sources listed below:

| PRESENT LEVELS OF EDUCATIONAL PERFORMANCE DETERMINATION*: | |
|---|---|
| *1) Ability and Assessment Test Scores* | • Benchmark assessments<br>• Curricular based assessments |
| *2) Group and Individual Achievement Scores* | • Wechsler Individual Achievement Test<br>• Woodcock-Johnson Test of Individual Achievement<br>• Terra Nova/Iowa Test of Basic Skills |
| *3) Current Grades* | • Report Cards<br>• Classroom Performance<br>• Student Portfolio |
| *4) Instructional Levels* | • Iowa Acceleration Scale<br>• Purdue Academic Rate Scale for Science<br>• Out of Level Testing |
| *5) Aptitudes, Interests and Specialized Skills* | • Renzulli/Hartman Scale<br>• Fisher Comprehensive Giftedness Scale<br>• Learning Styles Inventory<br>• Creative Thinking Assessment |
| **These assessments consider students who might be coming from out of state, district, private or home school.* | |

To be eligible for gifted services, students must qualify in three of the following four areas of the screening assessment:

1. *Mental Ability* – Minimum score of 96th percentile (or higher) in at least one sub-test area
2. *Achievement* – Minimum score of 90th percentile (or higher) on the total reading, total math, or complete composite
3. *Creativity* – Minimum score of 90th percentile (or higher) on an assessment for creativity
4. *Motivation* – Minimum of 90th percentile (or higher) on an assessment for motivation (Grades K-8) or GPA of at least 3.5 on 4.0 scale, using the average of core grades over the last two years.

This information will also form the basis for each student's individualized gifted education plan and will also include his or her areas of strengths. The Leadership Team will have meetings throughout the school year to review student profiles to determine if they meet the eligibility criteria of the state's Gifted Education program. All eligibility decisions are made by the Leadership Team. DAAE goal is to provide a developmentally appropriate curriculum that is consistent with gifted students' learning rates and abilities in all subject areas. The instructional program for gifted students will implement research-based programs to:

- Maximize each student's educational potential
- Make appropriate course and grade accommodations
- Modify and supplement curriculum based on the student's needs
- Welcome, support and give necessary attention to each student

There are unlimited educational options that may be chosen to fit a gifted learner's individual abilities. However, providing goals that apply to all areas of the curriculum for all types of gifted learners at all stages of development is impossible. Therefore, the curriculum at DAAE will be differentiated in content, pacing, and expectation of student achievement.

A variety of instructional models will be used to meet the educational, social, and emotional needs of gifted and talented students. The entire curriculum will be challenging and differentiated to the degree that it is clearly not appropriate for the more typical students at that grade level. Teachers will help each student utilize his or her own giftedness and will provide resources and enhanced learning opportunities daily.

The School will provide the support services needed to ensure that students benefits from access to the gifted program and may include, but are not limited to, the following: technology education; counseling and guidance; research-based teaching strategies and collaboration between gifted and regular education teachers. DAAE will employ the following research-based strategies, among others, to engage gifted/talented and/or academically advanced students:

- Content-based acceleration, which provides students with advanced content, skills, or understanding before the expected age or grade level. Students may typically remain with peers but will receive higher than grade-level instruction via differentiation and blended learning

- Use vertical enrichment activities, which are assignments that go above and beyond what is covered in the regular classroom

- Create independent project opportunities to extend thinking beyond the scope of the curriculum. This time can be used to help advanced students develop their creativity by allowing them to explore a special area of interest related to the topic being studied

- Involve gifted and high achieving students in mentoring younger students in order to build confidence, encourage productivity, and increase ownership of learning (for self and others) within the DAAE community

- Incorporate Multiple Intelligences (Gardner, 2006) into classroom activities. Multiple intelligences include linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical, interpersonal, and intra-personal intelligences

- Set up learning centers in classrooms so that students can work at their own speed

- Create increased opportunity to implement critical thinking skills

- Project-based learning for Science and Social Studies under an engaged learning model will help provide enrichment opportunities for academically talented children by providing them opportunities to create and investigate

***New Students*:** Students new to DAAE may be evaluated for gifted program eligibility if the following documents are provided: (i) gifted program eligibility report/satisfactory gifted program continuation report from the transferring school; (ii) National Standardized Required Test Scores – these scores may only be used to determine eligibility for gifted program evaluation and may not be used to determine gifted program eligibility; and (iii) teacher or parent recommendation based on current academic performance evaluated over a sufficient observation period. Students from an out-of-state school, private or home school must complete all tests required by the state and local systems to determine gifted program eligibility once enrolled in the School.

*Reciprocity*: Reciprocity will be granted to students whose households include a member of the United States uniform services according to laws O.C.G.A. 20-2-2140 through 20-2-2180. If a student in a gifted program is transferring to DAAE he or she will automatically become part of the School's gifted program. A student already participating in a gifted program in another Georgia school system will be eligible to participate in DAAE's gifted program; pending receipt of a gifted eligibility report confirming gifted services.

*Continuation Policy*: All identified gifted students are given a continuation policy form that must be reviewed and signed by the parent and the student. All gifted students must maintain a minimum 80% or higher in the gifted class and regular classes.

*Support for Gifted Students*: Students who meet all but one of the requirements for gifted instruction will be invited to participate in the High Potentials class. These students meet before the start of the instructional day two times per week and are taught by a certified gifted teacher. The teacher designs lessons based on the National Gifted Education Standards. Students who are in probation in the Gifted Program are also supported in the High Potentials class and will receive instruction from the High Potentials class teacher.

The Leadership Team monitors all gifted students to ensure that they remain on track; if it is determined that any gifted student is at-risk of entering into probation, they are immediately referred to the High Potentials teachers. The High Potentials teacher will determine where the deficit is and provides recommendations on how to bridge the gap. The High Potentials teacher may provide appropriate intervention, such as: organization and executive function skills development; and studying and note-taking strategies.

*Probation Policy*: If students receiving gifted services fail to maintain a minimum of 80% or higher in the gifted class and regular classes, the student will be placed on probation for a period of one semester.

**State and Federally Mandated Services for Special Education**. DAAE will follow the procedures that are prescribed through the DCSD's Office of Student Support Services to provide state and federally mandated services for students with disabilities through the identification and implementation of written individual education plans (IEP), developed 504 plans and other accommodations prescribed to meet student needs. With the assistance of the school counselor we will work to ensure services. DAAE shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act, revised 2004 ("IDEA 2004"). The facilities to be used by DAAE shall be accessible for all students with disabilities and shall provide students with disabilities equal access to all aspects of the educational program.

Further, DAAE will comply with all state and federal laws related to the provision of special education instruction and related services. The School shall not discriminate against any student with a disability in the admissions process or any other aspect of School operations. Additionally, the School will ensure that appropriate accommodations and equipment are provided to eligible students. IDEA 2004 requires that all individuals, ages 3–21, in public and private schools, who may need special education and related services, shall be identified, evaluated and served. In accordance with these requirements, DAAE will identify, evaluate and serve eligible enrolled students.

DAAE has implemented the GaDOE's Student Achievement Pyramid of Intervention in the general education classroom to align appropriate assessment with purposeful instruction for all students. Some classrooms may have an additional teacher to provide direct instructional services to support students in the classroom. DAAE has a Student Support Team (SST) in accordance with State guidelines and DeKalb County Board of Education policies. The School will also utilize all DCSD SST Forms when working with students. When a student goes through the SST process and fails to make adequate academic progress after the implementation of Tiers 1, 2 and 3 interventions and instruction, the student will be referred for Special Education testing (Tier 4). The student's parents or guardians and other adults who may be effective in working with the student will continue to be involved in the assessment and identification process for Special Education services. All staff members, inclusive of contractors, who may provide services to students identified as special needs will be certified as special education teachers or professionals.

Incoming students with an IEP will have their IEP reviewed within 30 days to determine how best to meet their needs. After the review, including observation of the student in the LPA environment, the IEP may be modified in order to provide appropriate interventions and supports based upon state and federal guidelines. Similarly, all incoming students who may need special education services will be evaluated in a timely manner to determine appropriate staffing. All students will be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Parents/guardians will participate in this process and have all rights consistent with IDEA 2004. The process used to appropriately place students who are eligible for Special Education services is as follows:

- A meeting of the Leadership Team is called to determine a student's eligibility
- If the student is eligible for services, an IEP meeting is held and the IEP is developed
- At least once a year, but more often if necessary, the IEP is reviewed and updated to reflect interventions and supports that meet the student's current needs
- At least every three years a re-evaluation meeting is held to determine if continuation of Special Education Services is required
- If required, the re-evaluation may consist of a complete psychological-education evaluation
- If continued services are required, the IEP is updated and the student continues to receive special education services
- If the re-evaluation determines that the student no longer requires special education services, he or she is dismissed from Special Education

Once a student's IEP is established, DAAE will provide the appropriate interventions and supports both directly and under contract with outside providers, or arrange for the provision of said services with assistance from DCSD. DAAE works specifically under the DCSD Charter Guidelines for Special Education and Wrap-Around Services. LPA takes responsibility for the delivery of special education services by working with its Special Education and classroom teachers to integrate all IEP interventions and supports into the general education classroom. All special education interventions and supports will be delivered in the timeline outlined in the IEP and a co-teaching model will be used to provide direct instructional services and support to students with disabilities in the general education classroom. All transition and assistive technology needs, as identified in the IEP, will be provided to students.

DAAE will employ highly qualified special education teachers to ensure compliance with IDEA 2004 Rules and Regulations. LPA will also contract for services with related personnel, including school psychologists, school social workers, and other personnel who meet the required regulations from the DCSD. The forms utilized in the identification and placement for special education students will be the forms authorized by the DCSD that are available on "TieNet." LPA will utilize the TieNet system to record all required Special Education information.

DAAE shall comply with the treatment of Special Education records pursuant with all procedures and guidelines in the Federal Regulations for IDEA 2004 including, but not limited to: access rights, record of access, records on more than one person, list of types and locations of educational records, fees, amendment of records at parents' request, opportunity for a hearing to challenge records hearing results in finding of violation, finding of no confidentiality safeguards, and destruction of information.

Teachers, social workers, parents, licensed physicians, registered nurses, or representatives of related agencies may refer a student suspected of having a disability. IDEA (2004) identifies certain categories under which a student may become eligible for services. These disabilities are defined as: Autism spectrum disorder, deaf-blind, deaf/hard of hearing, emotional and behavioral disorder, intellectual disability (mild, moderate, severe, profound), orthopedic impairment, other health impairment, significant developmental delay, specific learning disability, speech-language impairment, traumatic brain injury, visual impairment. When a referral is received, LPA will notify the parents in writing and must receive parental consent to conduct an evaluation.

DAAE will follow all procedures that are outlined in the DCSD document "Your Rights as Parents Regarding Special Education" (Revised 2007). DAAE will follow the mandated procedures relating to parental consent for initial evaluation. Parental consent must be received prior to initiating the evaluation process. Parents/guardians will be kept informed throughout the process and will be invited to attend any meetings concerning their students. Parents/guardians will have the right to refuse evaluation and placement in any program. When there is a difference of opinion related to any part of the referral/placement process, all efforts will be made to reach a satisfactory agreement regarding an arrangement that will benefit the student.

Additionally, DAAE shall develop a Section 504 support team in accordance with state guidelines and DeKalb County Board of Education policies. The School will utilize DCSD 504 Forms when working with students. The School's staff will: (i) be trained to handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and DeKalb County Board of Education policies including the DCSD's Student Code of Conduct;

and (ii) participate in workshops, in-service and/or trainings offered by the District. Through regular reporting and coordination of services with DCSD, the School will notify the DCSD's Director of Charter Schools of any complaints made by a parent/guardian or student concerning Section 504 and/or IDEA 2004, furnish a copy of the complaint, and cooperate fully with the DCSD on any investigation, defense and resolution of such complaint.

All special education students will receive instruction based on the core curriculum and will have the same opportunity, as other neuro-typical students, to participate in all extended learning activities which include, but are not limited, to the following: early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The Leadership Team will intentionally monitor Special Education students to ensure they are accessing curricula content that improves their skills. In the event that they are at-risk of not accessing curricula content, the Leadership Team will convene an IEP/BIP/504 meeting, within 14 days, to development a plan or action.

# Georgia Standards of Excellence 2015 - 2016

# Mathematics

Standards

GSE Algebra I

Georgia Department of Education

Richard Woods, Georgia's School Superintendent

*"Educating Georgia's Future"*

# K-12 Mathematics Introduction

Georgia Mathematics focuses on actively engaging the student in the development of mathematical understanding by working independently and cooperatively to solve problems, estimating and computing efficiently, using appropriate tools, concrete models and a variety of representations, and conducting investigations and recording findings. There is a shift toward applying mathematical concepts and skills in the context of authentic problems and student understanding of concepts rather than merely following a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different solution pathways and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things leads, via reasoning, to knowing more—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. The implementation of the Georgia Standards of Excellence in Mathematics places the expected emphasis on sense-making, problem solving, reasoning, representation, modeling, representation, connections, and communication.

## Algebra I

**Algebra I** is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### Mathematics | Standards for Mathematical Practice

*Mathematical Practices are listed with each grade's mathematical content standards to reflect the need to connect the mathematical practices to mathematical content in instruction.*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**1 Make sense of problems and persevere in solving them.**

High school students start to examine problems by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. By high school, students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. They check their answers to problems using different methods and continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2 Reason abstractly and quantitatively.**

High school students seek to make sense of quantities and their relationships in problem situations. They abstract a given situation and represent it symbolically, manipulate the representing symbols, and pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Students use quantitative reasoning to create coherent representations of the problem at hand; consider the units involved; attend to the meaning of quantities, not just how to compute them; and know and flexibly use different properties of operations and objects.

**3 Construct viable arguments and critique the reasoning of others.**

High school students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4 Model with mathematics.**

High school students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. High school students making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**5 Use appropriate tools strategically.**

High school students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. High school students should be sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**6 Attend to precision.** High school students try to communicate precisely to others by using clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**7 Look for and make use of structure.** By high school, students look closely to discern a pattern or structure. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. High school students use these patterns to create equivalent expressions, factor and solve equations, and compose functions, and transform figures.

**8 Look for and express regularity in repeated reasoning.**
High school students notice if calculations are repeated, and look both for general methods and for shortcuts. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, derive formulas or make generalizations, high school students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics should engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.
The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the

practices to the content. **Students who do not have an understanding of a topic may rely on procedures too heavily.** Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. **In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.**

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

## Algebra I | Content Standards

### The Real Number System N.RN

**Use properties of rational and irrational numbers.**

**MGSE9-12.N.RN.2 Rewrite expressions involving radicals ~~and rational exponents using the properties of exponents.~~ (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).**

**MGSE9-12.N.RN.3 Explain why the sum or product of rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.**

### Quantities N.Q

**Reason quantitatively and use units to solve problems.**

**MGSE9-12.N.Q.1 Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:**

a. **Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;**
b. **Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);**
c. **Use units within multi-step problems and formulas; interpret units of input and resulting units of output.**

**MGSE9-12.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation.**

**MGSE9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.***

## Seeing Structure in Expressions A.SSE

**Interpret the structure of expressions**

**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.

**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.**

**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.**

**MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.**

**Write expressions in equivalent forms to solve problems**

**MGSE9-12.A.SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

**MGSE9-12.A.SSE.3a Factor any quadratic expression to reveal the zeros of the function defined by the expression.**

**MGSE9-12.A.SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function defined by the expression.**

## Arithmetic with Polynomials and Rational Expressions A.APR

**Perform arithmetic operations on polynomials**

**MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.**

## Creating Equations A.CED

**Create equations that describe numbers or relationships**

**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, ~~simple rational,~~ and exponential functions (integer inputs only).**

**MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)**

**MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.**

**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.** ***Examples: Rearrange Ohm's law V = IR to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.***

## Reasoning with Equations and Inequalities A.REI

**Understand solving equations as a process of reasoning and explain the reasoning**

**MGSE9-12.A.REI.1 Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.**

**Solve equations and inequalities in one variable**

**MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.** ***For example, given ax + 3 = 7, solve for x.***

**MGSE9-12.A.REI.4** Solve quadratic equations in one variable.

**MGSE9-12.A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from $ax^2 + bx + c = 0$.**

**MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).**

**Solve systems of equations**

**MGSE9-12.A.REI.5 Show and explain why the elimination method works to solve a system of two-variable equations.**

**MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

**Represent and solve equations and inequalities graphically**

**MGSE9-12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.**

**MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation f(x) = g(x) is the x-value where the y-values of f(x) and g(x) are the same.**

**MGSE9-12.A.REI.12 Graph the solution set to a linear inequality in two variables.**

## Interpreting Functions F.IF

**Understand the concept of a function and use function notation**

**MGSE9-12.F.IF.1 Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and f(x) is the output (an element of the range). Graphically, the graph is y = f(x).**

**MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

**MGSE9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1}+2$; the sequence $s_n = 2(n-1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.**

**Interpret functions that arise in applications in terms of the context**

**MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; ~~and periodicity.~~**

**MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

**MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

**Analyze functions using different representations**

**MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.**

> **MGSE9-12.F.IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).**
>
> **MGSE9-12.F.IF.7e** Graph exponential ~~and logarithmic~~ functions, showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude.~~

**MGSE9-12.F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

> **MGSE9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. *For example, compare and contrast quadratic functions in standard, vertex, and intercept forms.***

**MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** ***For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.***

## Building Functions F.BF

**Build a function that models a relationship between two quantities**

**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.

**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context.** ***For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$

**MGSE9-12.F.BF.2 Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.**

**Build new functions from existing functions**

**MGSE9-12.F.BF.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

## Linear, Quadratic, and Exponential Models F.LE

**Construct and compare linear, quadratic, and exponential models and solve problems**

**MGSE9-12.F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.

**MGSE9-12.F.LE.1a Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).**

**MGSE9-12.F.LE.1b.** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

**MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

**MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

**Interpret expressions for functions in terms of the situation they model**

**MGSE9-12.F.LE.5 Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \cdot d^x$) function in terms of context. (In the functions above, "m" and "b" are the parameters of the linear function, and "a" and "d" are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.**

## Interpreting Categorical and Quantitative Data S.ID

**Summarize, represent, and interpret data on a single count or measurement variable**

**MGSE9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).

**MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, ~~standard deviation~~) of two or more different data sets.**

**MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

**Summarize, represent, and interpret data on two categorical and quantitative variables**

**MGSE9-12.S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

**MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

**MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic and exponential models.**

**MGSE9-12.S.ID.6c Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.**

**Interpret linear models**

**MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

**MGSE9-12.S.ID.8 Compute (using technology) and interpret the correlation coefficient "r" of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the correlation coefficient is positive or negative and give a reasonable estimate of the "r" value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using "r".**

**MGSE9-12.S.ID.9** Distinguish between correlation and causation.

# Georgia Standards of Excellence 2015 - 2016

# Mathematics

## Standards

## GSE Analytic Geometry

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

# K-12 Mathematics Introduction

Georgia Mathematics focuses on actively engaging the student in the development of mathematical understanding by working independently and cooperatively to solve problems, estimating and computing efficiently, using appropriate tools, concrete models and a variety of representations, and conducting investigations and recording findings. There is a shift toward applying mathematical concepts and skills in the context of authentic problems and student understanding of concepts rather than merely following a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different solution pathways and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things leads, via reasoning, to knowing more—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. The implementation of the Georgia Standards of Excellence in Mathematics places the expected emphasis on sense-making, problem solving, reasoning, representation, modeling, representation, connections, and communication.

## Analytic Geometry

**Analytic Geometry** is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability/statistics applications and a bridge to the third course through algebraic topics.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### Mathematics | Standards for Mathematical Practice

*Mathematical P ractices a re l isted with e ach g rade's m athematical c ontent s tandards t o r eflect t he need to connect the mathematical practices to mathematical content in instruction.*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently

and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**1 Make sense of problems and persevere in solving them.**

High school students start to examine problems by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. By high school, students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. They check their answers to problems using different methods and continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2 Reason abstractly and quantitatively.**

High school students seek to make sense of quantities and their relationships in problem situations. They abstract a given situation and represent it symbolically, manipulate the representing symbols, and pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Students use quantitative reasoning to create coherent representations of the problem at hand; consider the units involved; attend to the meaning of quantities, not just how to compute them; and know and flexibly use different properties of operations and objects.

**3 Construct viable arguments and critique the reasoning of others.**

High school students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4 Model with mathematics.**

High school students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. High school students making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw

conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**5 Use appropriate tools strategically.**

High school students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. High school students should be sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**6 Attend to precision.** High school students try to communicate precisely to others by using clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**7 Look for and make use of structure.** By high school, students look closely to discern a pattern or structure. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. High school students use these patterns to create equivalent expressions, factor and solve equations, and compose functions, and transform figures.

**8 Look for and express regularity in repeated reasoning.**
High school students notice if calculations are repeated, and look both for general methods and for shortcuts. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, derive formulas or make generalizations, high school students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics should engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and

professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. **Students who do not have an understanding of a topic may rely on procedures too heavily.** Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. **In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.**

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

## Analytic Geometry | Content Standards

### The Real Number System N.RN

**Use properties of rational and irrational numbers.**

**MGSE9-12.N.RN.2 Rewrite expressions involving radicals ~~and rational exponents using the properties of exponents.~~ (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).**

**MGSE9-12.N.RN.3 Explain why the sum or product of rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.**

### Seeing Structure in Expressions A.SSE

**Interpret the structure of expressions**

**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.

**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.**

**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.**

**MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.**

## Write expressions in equivalent forms to solve problems

**MGSE9-12.A.SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

**MGSE9-12.A.SSE.3a Factor any quadratic expression to reveal the zeros of the function defined by the expression.**

**MGSE9-12.A.SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function defined by the expression.**

## Arithmetic with Polynomials and Rational Expressions A.APR

### Perform arithmetic operations on polynomials

**MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.**

## Creating Equations A.CED

### Create equations that describe numbers or relationships

**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from ~~linear,~~ quadratic, ~~simple rational, and exponential~~ functions ~~(integer inputs only).~~**

**MGSE9-12.A.CED.2 Create ~~linear,~~ quadratic, ~~and exponential~~ equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)**

**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. *Examples: Rearrange Ohm's law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.***

## Reasoning with Equations and Inequalities A.REI

### Solve equations and inequalities in one variable

**MGSE9-12.A.REI.4** Solve quadratic equations in one variable.

**MGSE9-12.A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from $ax^2 + bx + c = 0$.**

**MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).**

## Interpreting Functions F.IF

**Interpret functions that arise in applications in terms of the context**

**MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; ~~and periodicity.~~**

**MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

**MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

**Analyze functions using different representations**

**MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.**

**MGSE9-12.F.IF.7a Graph ~~linear and~~ quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).**

**MGSE9-12.F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

**MGSE9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. *For example, compare and contrast quadratic functions in standard, vertex, and intercept forms.***

**MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.***

## Building Functions F.BF

**Build a function that models a relationship between two quantities**

**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.

**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context. *For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$

**Build new functions from existing functions**

**MGSE9-12.F.BF.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

## Linear, Quadratic, and Exponential Models F.LE

**Construct and compare linear, quadratic, and exponential models and solve problems**

**MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

## Congruence G.CO

**Understand congruence in terms of rigid motions**

**MGSE9-12.G.CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

**MGSE9-12.G.CO.7** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

**MGSE9-12.G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (Extend to include HL and AAS.)**

**Prove geometric theorems**

**MGSE9-12.G.CO.9** Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

**MGSE9-12.G.CO.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

**MGSE9-12.G.CO.11** Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

**Make geometric constructions**

**MGSE9-12.G.CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

**MGSE9-12.G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon, each inscribed in a circle.**

## Similarity, Right Triangles, and Trigonometry G.SRT

**Understand similarity in terms of similarity transformations**

**MGSE9-12.G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor.**

a. **The dilation of a line not passing through the center of the dilation results in a parallel line and leaves a line passing through the center unchanged.**
b. **The dilation of a line segment is longer or shorter according to the ratio given by the scale factor.**

**MGSE9-12.G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain, using similarity transformations, the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**

**MGSE9-12.G.SRT.3** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

**Prove theorems involving similarity**

**MGSE9-12.G.SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, (and its converse); the Pythagorean Theorem using triangle similarity.**

**MGSE9-12.G.SRT.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**Define trigonometric ratios and solve problems involving right triangles**

**MGSE9-12.G.SRT.6** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

**MGSE9-12.G.SRT.7** Explain and use the relationship between the sine and cosine of complementary angles.

**MGSE9-12.G.SRT.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

## Circles G.C

**Understand and apply theorems about circles**

**MGSE9-12.G.C.1 Understand that all circles are similar.**

**MGSE9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.**

**MGSE9-12.G.C.3** Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

**MGSE9-12.G.C.4** Construct a tangent line from a point outside a given circle to the circle.

**Find arc lengths and areas of sectors of circles**

**MGSE9-12.G.C.5** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

## Expressing Geometric Properties with Equations G.GPE

**Translate between the geometric description and the equation for a conic section**

**MGSE9-12.G.GPE.1** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

**Use coordinates to prove simple geometric theorems algebraically**

**MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically.** ***For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0,2).***
**(Focus on quadrilaterals, right triangles, and circles.)**

## Geometric Measurement and Dimension G.GMD

**Explain volume formulas and use them to solve problems**

**MGSE9-12.G.GMD.1 Give informal arguments for geometric formulas.**

a. **Give informal arguments for the formulas of the circumference of a circle and area of a circle using dissection arguments and informal limit arguments.**
b. **Give informal arguments for the formula of the volume of a cylinder, pyramid, and cone using Cavalieri's principle.**

**MGSE9-12.G.GMD.2** Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

**MGSE9-12.G.GMD.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

**Visualize relationships between two-dimensional and three-dimensional objects**

**MGSE9-12.G.GMD.4** Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

## Modeling with Geometry G.MG

**Apply geometric concepts in modeling situations**

**MGSE9-12.G.MG.1** Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**MGSE9-12.G.MG.2** Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

**MGSE9-12.G.MG.3** Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

## Interpreting Categorical and Quantitative Data S.ID

**Summarize, represent, and interpret data on two categorical and quantitative variables**

**MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

> **MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize ~~linear,~~ quadratic ~~and exponential~~ models.**

## Conditional Probability and the Rules of Probability S.CP

**Understand independence and conditional probability and use them to interpret data**

**MGSE9-12.S.CP.1 Describe categories of events as subsets of a sample space using unions, intersections, or complements of other events (*or, and, not*).**

**MGSE9-12.S.CP.2 Understand that if two events A and B are independent, the probability of A and B occurring together is the product of their probabilities, and that if the probability of two events A and B occurring together is the product of their probabilities, the two events are independent.**

**MGSE9-12.S.CP.3 Understand the conditional probability of A given B as P (A and B)/P(B). Interpret independence of A and B in terms of conditional probability; that is, the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**

**MGSE9-12.S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, use collected data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.***

**MGSE9-12.S.CP.5** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

**Use the rules of probability to compute probabilities of compound events in a uniform probability model**

**MGSE9-12.S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in context.**

**MGSE9-12.S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answers in context.**

# Georgia Standards of Excellence 2015 - 2016

# Mathematics

## Standards

## GSE Coordinate Algebra

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
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## Coordinate Algebra

**Coordinate Algebra** is the first in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### Mathematics | Standards for Mathematical Practice

*Mathematical Practices are listed with each grade's mathematical content standards to reflect the need to connect the mathematical practices to mathematical content in instruction.*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently

and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**1 Make sense of problems and persevere in solving them.**
High school students start to examine problems by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. By high school, students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. They check their answers to problems using different methods and continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2 Reason abstractly and quantitatively.**
High school students seek to make sense of quantities and their relationships in problem situations. They abstract a given situation and represent it symbolically, manipulate the representing symbols, and pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Students use quantitative reasoning to create coherent representations of the problem at hand; consider the units involved; attend to the meaning of quantities, not just how to compute them; and know and flexibly use different properties of operations and objects.

**3 Construct viable arguments and critique the reasoning of others.**
High school students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4 Model with mathematics.**
High school students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. High school students making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw

conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**5 Use appropriate tools strategically.**

High school students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. High school students should be sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**6 Attend to precision.** High school students try to communicate precisely to others by using clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**7 Look for and make use of structure.** By high school, students look closely to discern a pattern or structure. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. High school students use these patterns to create equivalent expressions, factor and solve equations, and compose functions, and transform figures.

**8 Look for and express regularity in repeated reasoning.**
High school students notice if calculations are repeated, and look both for general methods and for shortcuts. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, derive formulas or make generalizations, high school students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics should engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and

professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. **Students who do not have an understanding of a topic may rely on procedures too heavily.** Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. **In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.**

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

## Coordinate Algebra | Content Standards

### Quantities N.Q

**Reason quantitatively and use units to solve problems.**

**MGSE9-12.N.Q.1 Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:**

a. **Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;**
b. **Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);**
c. **Use units within multi-step problems and formulas; interpret units of input and resulting units of output.**

**MGSE9-12.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation.**

**MGSE9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.***

### Seeing Structure in Expressions A.SSE

**Interpret the structure of expressions**

**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.

**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.**

**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.**

## Creating Equations A.CED

**Create equations that describe numbers or relationships**

**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, ~~quadratic, simple rational,~~ and exponential functions (integer inputs only).**

**MGSE9-12.A.CED.2 Create linear, ~~quadratic,~~ and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)**

**MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.**

**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.** ***Examples: Rearrange Ohm's law V = IR to highlight resistance R; ~~Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.~~***

## Reasoning with Equations and Inequalities A.REI

**Understand solving equations as a process of reasoning and explain the reasoning**

**MGSE9-12.A.REI.1 Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.**

**Solve equations and inequalities in one variable**

**MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.** ***For example, given ax + 3 = 7, solve for x.***

**Solve systems of equations**

**MGSE9-12.A.REI.5 Show and explain why the elimination method works to solve a system of two-variable equations.**

**MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

**Represent and solve equations and inequalities graphically**

**MGSE9-12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.**

**MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation f(x) = g(x) is the x-value where the y-values of f(x) and g(x) are the same.**

**MGSE9-12.A.REI.12 Graph the solution set to a linear inequality in two variables.**

## Interpreting Functions F.IF

**Understand the concept of a function and use function notation**

**MGSE9-12.F.IF.1 Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and f(x) is the output (an element of the range). Graphically, the graph is y = f(x).**

**MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

**MGSE9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1}+2$; the sequence $s_n = 2(n-1) + 7$; and the function f(x) = 2x + 5 (when x is a natural number) all define the same sequence.**

**Interpret functions that arise in applications in terms of the context**

**MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; ~~relative maximums and minimums; symmetries;~~ end behavior; ~~and periodicity~~.**

**MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

**MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

**Analyze functions using different representations**

**MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.**

**MGSE9-12.F.IF.7a Graph linear ~~and quadratic~~ functions and show intercepts, maxima, and minima (as determined by the function or by context).**

**MGSE9-12.F.IF.7e** Graph exponential ~~and logarithmic~~ functions, showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude.~~

**MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** ***For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.***

## Building Functions F.BF

**Build a function that models a relationship between two quantities**

**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.

**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context.** ***For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$

**MGSE9-12.F.BF.2 Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.**

**Build new functions from existing functions**

**MGSE9-12.F.BF.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. ~~Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~

## Linear, Quadratic, and Exponential Models F.LE

**Construct and compare linear, quadratic, and exponential models and solve problems**

**MGSE9-12.F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.

**MGSE9-12.F.LE.1a Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).**

**MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

**MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

**MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, ~~quadratically, or (more generally) as a polynomial function.~~

**Interpret expressions for functions in terms of the situation they model**

**MGSE9-12.F.LE.5 Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \cdot d^x$) function in terms of context. (In the functions above, "m" and "b" are the parameters of the linear function, and "a" and "d" are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.**

## Congruence G.CO

**Experiment with transformations in the plane**

**MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

**MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not
(e.g., translation versus horizontal stretch).

**MGSE9-12.G.CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

**MGSE9-12.G.CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

**MGSE9-12.G.CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

## Expressing Geometric Properties with Equations G.GPE

**Use coordinates to prove simple geometric theorems algebraically**

**MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically.** ***For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; ~~prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0,2)~~.***
**(Focus on quadrilaterals, right triangles, ~~and circles~~.)**

**MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

**MGSE9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

**MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

## Interpreting Categorical and Quantitative Data S.ID

**Summarize, represent, and interpret data on a single count or measurement variable**

**MGSE9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).

**MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, ~~standard deviation~~) of two or more different data sets.**

**MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

**Summarize, represent, and interpret data on two categorical and quantitative variables**

**MGSE9-12.S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

**MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

**MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, ~~quadratic~~ and exponential models.**

**MGSE9-12.S.ID.6c Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.**

**Interpret linear models**

**MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

**MGSE9-12.S.ID.8 Compute (using technology) and interpret the correlation coefficient "r" of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the correlation coefficient is positive or negative and give a reasonable estimate of the "r" value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using "r".**

**MGSE9-12.S.ID.9** Distinguish between correlation and causation.

# Georgia
# Standards of Excellence

## Mathematics

GSE Coordinate Algebra and GSE Algebra I Crosswalk

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

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**The chart below compares GSE Coordinate Algebra course standards to GSE Algebra I course standards.**

| GSE Coordinate Algebra | GSE Algebra I |
|---|---|
| | **The Real Number System** |
| | **Use properties of rational and irrational numbers.**<br><br>**MGSE9-12.N.RN.2** Rewrite expressions involving radicals ~~and rational exponents using the properties of exponents.~~ (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).<br><br>**MGSE9-12.N.RN.3** Explain why the sum or product of rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational. |
| **Quantities** | **Quantities** |
| **Reason quantitatively and use units to solve problems.**<br><br>**MGSE9-12.N.Q.1** Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:<br>a. Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;<br>b. Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);<br>c. Use units within multi-step problems and formulas; interpret units of input and resulting units of output.<br><br>**MGSE9-12.N.Q.2** Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation. | **Reason quantitatively and use units to solve problems.**<br><br>**MGSE9-12.N.Q.1** Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:<br>a. Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;<br>b. Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);<br>c. Use units within multi-step problems and formulas; interpret units of input and resulting units of output.<br><br>**MGSE9-12.N.Q.2** Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation. |

| | |
|---|---|
| **MGSE9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.*** | **MGSE9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.*** |
| **Seeing Structure in Expressions** | **Seeing Structure in Expressions** |
| **Interpret the structure of expressions**<br><br>**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.<br><br>**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficient, in context.**<br><br>**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.** | **Interpret the structure of expressions**<br><br>**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.<br><br>**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.**<br><br>**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.**<br><br>**MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.**<br><br>**Write expressions in equivalent forms to solve problems**<br><br>**MGSE 9-12.A.SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br><br>**MGSE 9-12.A.SSE.3a Factor any quadratic expression to reveal the zeros of the function defined by the expression.**<br><br>**MGSE 9-12.A.SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function defined by the expression.** |

| | |
|---|---|
| | **Arithmetic with Polynomial and Rational Expressions** |
| | **Perform arithmetic operations on polynomials**<br><br>**MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.** |
| **Creating Equations** | **Creating Equations** |
| **Create equations that describe numbers or relationships**<br><br>**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, ~~quadratic, simple rational,~~ and exponential functions (integer inputs only).**<br><br>**MGSE9-12.A.CED.2 Create linear, ~~quadratic,~~ and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)**<br><br>**MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equation and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.**<br><br>**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. *Examples: Rearrange Ohm's law $V = IR$ to highlight resistance R; ~~Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.~~*** | **Create equations that describe numbers or relationships**<br><br>**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, ~~simple rational,~~ and exponential functions (integer inputs only).**<br><br>**MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)**<br><br>**MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equation and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.**<br><br>**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. *Examples: Rearrange Ohm's law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.*** |

| Reasoning with Equations and Inequalities | Reasoning with Equations and Inequalities |
|---|---|
| **Understand solving equations as a process of reasoning and explain the reasoning** | **Understand solving equations as a process of reasoning and explain the reasoning** |
| **MGSE9-12.A.REI.1 Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.** | **MGSE9-12.A.REI.1 Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.** |
| **Solve equations and inequalities in one variable** | **Solve equations and inequalities in one variable** |
| **MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable including equations with coefficients represented by letters. *For example, given ax + 3 = 7, solve for x.*** | **MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable including equations with coefficients represented by letters. *For example, given ax + 3 = 7, solve for x.*** |
| | **MGSE9-12.A.REI.4** Solve quadratic equations in one variable**.** |
| | **MGSE9-12.A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from $ax^2 + bx + c = 0$.** |
| | **MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).** |
| **Solve systems of equations** | **Solve systems of equations** |
| **MGSE9-12.A.REI.5 Show and explain why the elimination method works to solve a system of two-variable equations.** | **MGSE9-12.A.REI.5 Show and explain why the elimination method works to solve a system of two-variable equations.** |

| | |
|---|---|
| **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.<br><br>**Represent and solve equations and inequalities graphically**<br><br>**MGSE9-12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.**<br><br>**MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation f(x) = g(x) is the x-value where the y-values of f(x) and g(x) are the same.**<br><br>**MGSE9-12.A.REI.12 Graph the solution set to a linear inequality in two variables.** | **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.<br><br>**Represent and solve equations and inequalities graphically**<br><br>**MGSE9-12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.**<br><br>**MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation f(x) = g(x) is the x-value where the y-values of f(x) and g(x) are the same.**<br><br>**MGSE9-12.A.REI.12 Graph the solution set to a linear inequality in two variables.** |
| **Interpreting Functions** | **Interpreting Functions** |
| **Understand the concept of a function and use function notation**<br><br>**MGSE9-12.F.IF.1 Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and f(x) is the output (an element of the range). Graphically, the graph is y = f(x).**<br><br>**MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.<br><br>**MGSE9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be** | **Understand the concept of a function and use function notation**<br><br>**MGSE9-12.F.IF.1 Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and f(x) is the output (an element of the range). Graphically, the graph is y = f(x).**<br><br>**MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.<br><br>**MGSE9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be** |

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| **able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1}+2$; the sequence $s_n = 2(n-1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.** | **able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1}+2$; the sequence $s_n = 2(n-1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.** |
| **Interpret functions that arise in applications in terms of the context** | **Interpret functions that arise in applications in terms of the context** |
| **MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; ~~relative maximums and minimums; symmetries;~~ end behavior; ~~and periodicity~~.** | **MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; ~~and periodicity.~~** |
| **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* | **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* |
| **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. | **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |
| **Analyze functions using different representations** | **Analyze functions using different representations** |
| **MGSE9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology.** | **MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.** |
| **MGSE9-12.F.IF.7a Graph linear ~~and quadratic~~ functions and show intercepts, maxima, and minima (as determined by the function or by context).** | **MGSE9-12.F.IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).** |
| **MGSE9-12.F.IF.7e** Graph exponential ~~and logarithmic~~ functions, showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude.~~ | **MGSE9-12.F.IF.7e** Graph exponential ~~and logarithmic~~ functions, showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude.~~ |

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| | **MGSE9-12.F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.<br><br>**MGSE9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.** ***For example, compare and contrast quadratic functions in standard, vertex, and intercept forms.*** |
| **MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** ***For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.*** | **MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** ***For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.*** |
| **Building Functions** | **Building Functions** |
| **Build a function that models a relationship between two quantities**<br><br>**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.<br><br>**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context.** ***For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$.<br><br>**MGSE9-12.BF.2 Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.** | **Build a function that models a relationship between two quantities**<br><br>**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.<br><br>**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context.** ***For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$.<br><br>**MGSE9-12.BF.2 Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.** |

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| **Build new functions from existing functions**<br><br>**MGSE9-12.F.BF. 3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. ~~Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~ | **Build new functions from existing functions**<br><br>**MGSE9-12.F.BF. 3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. |
| **Linear, Quadratic, and Exponential Models** | **Linear, Quadratic, and Exponential Models** |
| **Construct and compare linear, quadratic, and exponential models and solve problems**<br><br>**MGSE9-12.F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.<br><br>**MGSE9-12.F.LE.1a Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).**<br><br>**MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.<br><br>**MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.<br><br>**MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). | **Construct and compare linear, quadratic, and exponential models and solve problems**<br><br>**MGSE9-12.F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions.<br><br>**MGSE9-12.F.LE.1a Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).**<br><br>**MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.<br><br>**MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.<br><br>**MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). |

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| **MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, ~~quadratically, or (more generally) as a polynomial function.~~<br><br>**Interpret expressions for functions in terms of the situation they model**<br><br>**MGSE9-12.F.LE.5 Interpret the parameters in a linear (f(x) = mx + b) and exponential (f(x) = a•d$^x$) function in terms of context. (In the functions above, "m" and "b" are the parameters of the linear function, and "a" and "d" are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.** | **MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.<br><br>**Interpret expressions for functions in terms of the situation they model**<br><br>**MGSE9-12.F.LE.5 Interpret the parameters in a linear (f(x) = mx + b) and exponential (f(x) = a•d$^x$) function in terms of context. (In the functions above, "m" and "b" are the parameters of the linear function, and "a" and "d" are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.** |
| **Congruence** | |
| **Experiment with transformations in the plane**<br><br>**MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.<br><br>**MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).<br><br>**MGSE9-12.G.CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.<br><br>**MGSE9-12.G.CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. | |

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| **MGSE9-12.G.CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. | |
| **Expressing Geometric Properties with Equations** | |
| **Use coordinates to prove simple geometric theorems algebraically**<br><br>**MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically.** ***For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle;*** ~~***prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0,2).***~~<br>**(Focus on quadrilaterals, right triangles,** ~~**and circles.**~~**)**<br><br>**MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).<br><br>**MGSE9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.<br><br>**MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. | |
| **Interpreting Categorical and Quantitative Data** | **Interpreting Categorical and Quantitative Data** |
| **Summarize, represent, and interpret data on a single count or measurement variable**<br><br>**MGSE9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots). | **Summarize, represent, and interpret data on a single count or measurement variable**<br><br>**MGSE9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots). |

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| **MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, ~~standard deviation~~) of two or more different data sets.** | **MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, ~~standard deviation~~) of two or more different data sets.** |
| **MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). | **MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). |
| **Summarize, represent, and interpret data on two categorical and quantitative variables** | **Summarize, represent, and interpret data on two categorical and quantitative variables** |
| **MGSE9-12.S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. | **MGSE9-12.S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. |
| **MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. | **MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. |
| **MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, ~~quadratic~~ and exponential models.** | **MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic and exponential models.** |
| **MGSE9-12.S.ID.6c Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.** | **MGSE9-12.S.ID.6c Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.** |
| **Interpret linear models** | **Interpret linear models** |
| **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. | **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. |

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| **MGSE9-12.S.ID.8 Compute (using technology) and interpret the correlation coefficient "r" of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the correlation coefficient is positive or negative and give a reasonable estimate of the "r" value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using "r".**<br><br>**MGSE9-12.S.ID.9** Distinguish between correlation and causation. | **MGSE9-12.S.ID.8 Compute (using technology) and interpret the correlation coefficient "r" of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the correlation coefficient is positive or negative and give a reasonable estimate of the "r" value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using "r".**<br><br>**MGSE9-12.S.ID.9** Distinguish between correlation and causation. |

# Georgia
# Standards of Excellence

## Mathematics

GSE Analytic Geometry and GSE Geometry Crosswalk

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

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**The chart below compares GSE Analytic Geometry course standards to GSE Geometry course standards.**

| GSE Analytic Geometry | GSE Geometry |
|---|---|
| **The Real Number System** | |
| **Use properties of rational and irrational numbers**<br><br>**MGSE9-12.N.RN.2 Rewrite expressions involving radicals ~~and rational exponents using the properties of exponents.~~ (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).**<br><br>**MGSE9-12.N.RN.3 Explain why the sum or product of rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.** | |
| **Seeing Structure in Expressions** | |
| **Interpret the structure of expressions**<br><br>**MGSE9-12.A.SSE.1** Interpret expressions that represent a quantity in terms of its context.<br><br>**MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.**<br><br>**MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.** | |

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| **MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.**<br><br>**<u>Write expressions in equivalent forms to solve problems</u>**<br><br>**MGSE9-12.A.SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br><br>**MGSE9-12.A.SSE.3a Factor any quadratic expression to reveal the zeros of the function defined by the expression.**<br><br>**MGSE9-12.A.SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function defined by the expression.** | |
| **Arithmetic with Polynomial and Rational Expressions** | |
| **<u>Perform arithmetic operations on polynomials</u>**<br><br>**MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.** | |
| **Creating Equations** | |
| **<u>Create equations that describe numbers or relationships</u>**<br><br>**MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from ~~linear,~~ quadratic, ~~simple rational, and exponential~~ functions ~~(integer inputs only).~~** | |

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| **MGSE9-12.A.CED.2 Create ~~linear,~~ quadratic, ~~and exponential~~ equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which A = P$(1 + \frac{r}{n})^{nt}$ has multiple variables.)**<br><br>**MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.** ***Examples: Rearrange Ohm's law V = IR to highlight resistance R; Rearrange area of a circle formula A = π r² to highlight the radius r.*** | |
| **Reasoning with Equations and Inequalities** | |
| **Solve equations and inequalities in one variable**<br><br>**MGSE9-12.A.REI.4** Solve quadratic equations in one variable.<br><br>**MGSE9-12.A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from $ax^2 + bx + c = 0$.**<br><br>**MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).** | |
| **Interpreting Functions** | |
| **Interpret functions that arise in applications in terms of the context**<br><br>**MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship** | |

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| **between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; ~~and periodicity.~~**<br><br>**MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*<br><br>**MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.<br><br>**Analyze functions using different representations**<br><br>**MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.**<br><br>**MGSE9-12.F.IF.7a Graph ~~linear and~~ quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).**<br><br>**MGSE9-12.F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.<br><br>**MGSE9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. *For example, compare and contrast quadratic functions in standard, vertex, and intercept forms.***<br><br>**MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one function and an*** | |

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| ***algebraic expression for another, say which has the larger maximum.*** | |
| **Building Functions** | |
| **Build a function that models a relationship between two quantities**<br><br>**MGSE9-12.F.BF.1** Write a function that describes a relationship between two quantities.<br><br>**MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context.** ***For example, if Jimmy starts out with $15 and earns $2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add $2 to his total today."*** $J_n = J_{n-1} + 2, J_0 = 15$<br><br>**Build new functions from existing functions**<br><br>**MGSE9-12.F.BF.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. | |
| **Linear, Quadratic, and Exponential Models** | |
| **Construct and compare linear, quadratic, and exponential models and solve problems**<br><br>**MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. | |

| Congruence | Congruence |
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| | **Experiment with transformations in the plane**<br><br>**MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.<br><br>**MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).<br><br>**MGSE9-12.G.CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.<br><br>**MGSE9-12.G.CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.<br><br>**MGSE9-12.G.CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. |
| **Understand congruence in terms of rigid motions**<br><br>**MGSE9-12.G.CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.<br><br>**MGSE9-12.G.CO.7** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding | **Understand congruence in terms of rigid motions**<br><br>**MGSE9-12.G.CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent**.**<br><br>**MGSE9-12.G.CO.7** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding |

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| pairs of sides and corresponding pairs of angles are congruent.<br><br>**MGSE9-12.G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (Extend to include HL and AAS.)**<br><br>**Prove geometric theorems**<br><br>**MGSE9-12.G.CO.9** Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.<br><br>**MGSE9-12.G.CO.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.<br><br>**MGSE9-12.G.CO.11** Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.<br><br>**Make geometric constructions**<br><br>**MGSE9-12.G.CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. | pairs of sides and corresponding pairs of angles are congruent.<br><br>**MGSE9-12.G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (Extend to include HL and AAS.)**<br><br>**Prove geometric theorems**<br><br>**MGSE9-12.G.CO.9** Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.<br><br>**MGSE9-12.G.CO.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.<br><br>**MGSE9-12.G.CO.11** Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.<br><br>**Make geometric constructions**<br><br>**MGSE9-12.G.CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. |

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| **MGSE9-12.G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon, each inscribed in a circle.** | **MGSE9-12.G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon, each inscribed in a circle.** |
| **Similarity, Right Triangles, and Trigonometry** | **Similarity, Right Triangles, and Trigonometry** |
| **Understand similarity in terms of similarity transformations**<br><br>**MGSE9-12.G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor.**<br>**a. The dilation of a line not passing through the center of the dilation results in a parallel line and leaves a line passing through the center unchanged.**<br>**b. The dilation of a line segment is longer or shorter according to the ratio given by the scale factor.**<br><br>**MGSE9-12.G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain, using similarity transformations, the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**<br><br>**MGSE9-12.G.SRT.3** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.<br><br>**Prove theorems involving similarity**<br><br>**MGSE9-12.G.SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, (and its converse); the Pythagorean Theorem using triangle similarity.**<br><br>**MGSE9-12.G.SRT.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. | **Understand similarity in terms of similarity transformations**<br><br>**MGSE9-12.G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor.**<br>**a. The dilation of a line not passing through the center of the dilation results in a parallel line and leaves a line passing through the center unchanged.**<br>**b. The dilation of a line segment is longer or shorter according to the ratio given by the scale factor.**<br><br>**MGSE9-12.G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain, using similarity transformations, the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**<br><br>**MGSE9-12.G.SRT.3** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.<br><br>**Prove theorems involving similarity**<br><br>**MGSE9-12.G.SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, (and its converse); the Pythagorean Theorem using triangle similarity.**<br><br>**MGSE9-12.G.SRT.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. |

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| **Define trigonometric ratios and solve problems involving right triangles**<br><br>**MGSE9-12.G.SRT.6** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.<br><br>**MGSE9-12.G.SRT.7** Explain and use the relationship between the sine and cosine of complementary angles.<br><br>**MGSE9-12.G.SRT.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. | **Define trigonometric ratios and solve problems involving right triangles**<br><br>**MGSE9-12.G.SRT.6** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.<br><br>**MGSE9-12.G.SRT.7** Explain and use the relationship between the sine and cosine of complementary angles.<br><br>**MGSE9-12.G.SRT.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. |
| **Circles** | **Circles** |
| **Understand and apply theorems about circles**<br><br>**MGSE9-12.G.C.1 Understand that all circles are similar.**<br><br>**MGSE9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.**<br><br>**MGSE9-12.G.C.3** Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.<br><br>**MGSE9-12.G.C.4** Construct a tangent line from a point outside a given circle to the circle.<br><br>**Find arc lengths and areas of sectors of circles**<br><br>**MGSE9-12.G.C.5** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian | **Understand and apply theorems about circles**<br><br>**MGSE9-12.G.C.1 Understand that all circles are similar.**<br><br>**MGSE9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.**<br><br>**MGSE9-12.G.C.3** Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.<br><br>**MGSE9-12.G.C.4** Construct a tangent line from a point outside a given circle to the circle.<br><br>**Find arc lengths and areas of sectors of circles**<br><br>**MGSE9-12.G.C.5** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian |

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| measure of the angle as the constant of proportionality; derive the formula for the area of a sector. | measure of the angle as the constant of proportionality; derive the formula for the area of a sector. |
| **Expressing Geometric Properties with Equations** | **Expressing Geometric Properties with Equations** |
| **Translate between the geometric description and the equation for a conic section**<br><br>**MGSE9-12.G.GPE.1** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.<br><br>**Use coordinates to prove simple geometric theorems algebraically**<br><br>**MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically.** ***For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0,2).***<br>**(Focus on quadrilaterals, right triangles, and circles.)** | **Translate between the geometric description and the equation for a conic section**<br><br>**MGSE9-12.G.GPE.1** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.<br><br>**Use coordinates to prove simple geometric theorems algebraically**<br><br>**MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically.** ***For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0,2).***<br>**(Focus on quadrilaterals, right triangles, and circles.)**<br><br>**MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).<br><br>**MGSE9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.<br><br>**MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. |

| Geometric Measurement and Dimension | Geometric Measurement and Dimension |
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| **Explain volume formulas and use them to solve problems**<br><br>**MGSE9-12.G.GMD.1** **Give informal arguments for geometric formulas.**<br>**a. Give informal arguments for the formulas of the circumference of a circle and area of a circle using dissection arguments and informal limit arguments.**<br>**b. Give informal arguments for the formula of the volume of a cylinder, pyramid, and cone using Cavalieri's principle.**<br><br>**MGSE9-12.G.GMD.2** Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.<br><br>**MGSE9-12.G.GMD.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.<br><br>**Visualize relationships between two-dimensional and three-dimensional objects**<br><br>**MGSE9-12.G.GMD.4** Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. | **Explain volume formulas and use them to solve problems**<br><br>**MGSE9-12.G.GMD.1** **Give informal arguments for geometric formulas.**<br>**a. Give informal arguments for the formulas of the circumference of a circle and area of a circle using dissection arguments and informal limit arguments.**<br>**b. Give informal arguments for the formula of the volume of a cylinder, pyramid, and cone using Cavalieri's principle.**<br><br>**MGSE9-12.G.GMD.2** Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.<br><br>**MGSE9-12.G.GMD.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.<br><br>**Visualize relationships between two-dimensional and three-dimensional objects**<br><br>**MGSE9-12.G.GMD.4** Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. |
| **Modeling with Geometry** | **Modeling with Geometry** |
| **Apply geometric concepts in modeling situations**<br><br>**MGSE9-12.G.MG.1** Use geometric shapes, their measures, and their properties to describe objects<br>(e.g., modeling a tree trunk or a human torso as a cylinder).<br><br>**MGSE9-12.G.MG.2** Apply concepts of density based on area and volume in modeling situations<br>(e.g., persons per square mile, BTUs per cubic foot). | **Apply geometric concepts in modeling situations**<br><br>**MGSE9-12.G.MG.1** Use geometric shapes, their measures, and their properties to describe objects<br>(e.g., modeling a tree trunk or a human torso as a cylinder).<br><br>**MGSE9-12.G.MG.2** Apply concepts of density based on area and volume in modeling situations<br>(e.g., persons per square mile, BTUs per cubic foot). |

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| **MGSE9-12.G.MG.3** Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). | **MGSE9-12.G.MG.3** Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). |
| **Interpreting Categorical and Quantitative Data** | |
| **Summarize, represent, and interpret data on two categorical and quantitative variables**<br><br>**MGSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.<br><br>**MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize ~~linear,~~ quadratic ~~and exponential~~ models.** | |
| **Conditional Probability and the Rules of Probability** | **Conditional Probability and the Rules of Probability** |
| **Understand independence and conditional probability and use them to interpret data**<br><br>**MGSE9-12.S.CP.1 Describe categories of events as subsets of a sample space using unions, intersections, or complements of other events (*or, and, not*).**<br><br>**MGSE9-12.S.CP.2 Understand that if two events A and B are independent, the probability of A and B occurring together is the product of their probabilities, and that if the probability of two events A and B occurring together is the product of their probabilities, the two events are independent.**<br><br>**MGSE9-12.S.CP.3 Understand the conditional probability of A given B as P (A and B)/P(B). Interpret independence of A and B in terms of** | **Understand independence and conditional probability and use them to interpret data**<br><br>**MGSE9-12.S.CP.1 Describe categories of events as subsets of a sample space using unions, intersections, or complements of other events (*or, and, not*).**<br><br>**MGSE9-12.S.CP.2 Understand that if two events A and B are independent, the probability of A and B occurring together is the product of their probabilities, and that if the probability of two events A and B occurring together is the product of their probabilities, the two events are independent.**<br><br>**MGSE9-12.S.CP.3 Understand the conditional probability of A given B as P (A and B)/P(B). Interpret independence of A and B in terms of** |

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| **conditional probability; that is, the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.** | **conditional probability; that is, the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.** |
| **MGSE9-12.S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, use collected data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*** | **MGSE9-12.S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, use collected data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*** |
| **MGSE9-12.S.CP.5** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.* | **MGSE9-12.S.CP.5** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.* |
| **Use the rules of probability to compute probabilities of compound events in a uniform probability model** | **Use the rules of probability to compute probabilities of compound events in a uniform probability model** |
| **MGSE9-12.S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in context.** | **MGSE9-12.S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in context.** |
| **MGSE9-12.S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answers in context.** | **MGSE9-12.S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answers in context.** |

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

# ENGLISH LANGUAGE ARTS (ELA)

# Georgia

# Standards of Excellence (GSE)

## HIGH SCHOOL

## Grade 9 – Grade 12

Note: The standards that have been revised are noted in RED text.


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# HIGH SCHOOL (9 – 12)

## GRADE 9 - 10

### Reading Literary RL

**Key Ideas and Details**

ELAGSE9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Craft and Structure**

ELAGSE9-10RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELAGSE9-10RL5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELAGSE9-10RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Integration of Knowledge and Ideas**

ELAGSE9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.

ELAGSE9-10RL8 (Not applicable to literature).

ELAGSE9-10RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).


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## Range of Reading and Level of Text Complexity

ELAGSE9-10RL10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Informational (RI)

### Key Ideas and Details

ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RI2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

ELAGSE9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELAGSE9-10RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RI6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

ELAGSE9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

ELAGSE9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELAGSE9-10RI9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham


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Jail," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

**Range of Reading and Level of Text Complexity**

ELAGSE9-10RI10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.

## Writing W

**Text Types and Purpose**

ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain an appropriate style and objective tone.
e. Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE9-10W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.


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c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain an appropriate style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

ELAGSE9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE9-10W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.)

ELAGSE9-10W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.


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**Research to Build and Present Knowledge**

ELAGSE9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading Standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply grades 9–10 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**Range of Writing**

ELAGSE9-10W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening** **SL**

**Comprehension and Collaboration**

ELAGSE9-10SL1 Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,


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presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELAGSE9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELAGSE9-10SL3 Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

ELAGSE9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELAGSE9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELAGSE9-10SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

## Language L

**Conventions of Standard English**

ELAGSE9-10L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELAGSE9-10L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.


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b. Use a colon to introduce a list or quotation.
c. Spell correctly.
d. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Knowledge of Language**

ELAGSE9-10L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, APA Handbook, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use**

ELAGSE9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

ELAGSE9-10L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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# HIGH SCHOOL (9 – 12)

## GRADE 11 - 12

### Reading Literary RL

**Key Ideas and Details**

ELAGSE11-12RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELAGSE11-12RL2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELAGSE11-12RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

ELAGSE11-12RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ELAGSE11-12RL5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas**

ELAGSE11-12RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELAGSE11-12RL8 (Not applicable to literature).

ELAGSE11-12RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British


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Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

ELAGSE11-12RL10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

**Reading Informational** **RI**

**Key Ideas and Details**

ELAGSE11-12RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELAGSE11-12RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELAGSE11-12RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure**

ELAGSE11-12RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

ELAGSE11-12RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELAGSE11-12RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.


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**Integration of Knowledge and Ideas**

ELAGSE11-12RI7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELAGSE11-12RI8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses.)

ELAGSE11-12RI9 Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.

**Range of Reading and Level of Text Complexity**

ELAGSE11-12RI10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

## Writing W

**Text Types and Purpose**

ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.


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d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE11-12W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).


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d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

ELAGSE11-12W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE11-12W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 11-12.)

ELAGSE11-12W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

ELAGSE11-12W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE11-12W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELAGSE11-12W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading Standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
b. Apply grades 11–12 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority


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opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]").

**Range of Writing**

ELAGSE11-12W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening SL

**Comprehension and Collaboration**

ELAGSE11-12SL1 Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELAGSE11-12SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELAGSE11-12SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas**

ELAGSE11-12SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the


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organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELAGSE11-12SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELAGSE11-12SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

## Language L

### Conventions of Standard English

ELAGSE11-12L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.

ELAGSE11-12L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.
b. Spell correctly.
c. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

### Knowledge of Language

ELAGSE11-12L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Vocabulary Acquisition and Use

ELAGSE11-12L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.


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b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE11-12L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

ELAGSE11-12L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.


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| READING LITERARY (RL) | READING INFORMATIONAL (RI) |
|---|---|
| ➢ **Key Ideas and Details** | ➢ **Key Ideas and Details** |
| **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **ELAGSE9-10RL2:** Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **ELAGSE9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **ELAGSE9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | **ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| ➢ **Craft and Structure** | ➢ **Craft and Structure** |
| **ELAGSE9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) | **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **ELAGSE9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **ELAGSE9-10RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | **ELAGSE9-10RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| ➢ **Integration of Knowledge and Ideas** | ➢ **Integration of Knowledge and Ideas** |
| **ELAGSE9-10RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | **ELAGSE9-10RI7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account. |
| **ELAGSE9-10RL8:** (Not applicable to literature) | **ELAGSE9-10RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **ELAGSE9-10RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | **ELAGSE9-10RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts. |
| ➢ **Range of Reading and Level of Text Complexity** | ➢ **Range of Reading and Level of Text Complexity** |
| **ELAGSE9-10RL10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **ELAGSE9-10RI10:** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. |

| WRITING (W) |
|---|
| ➢ **Text Types and Purposes** |
| **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain an appropriate style and objective tone. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **ELAGSE9-10W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| e. Establish and maintain an appropriate style and objective tone. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **ELAGSE9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| ➢ **Production and Distribution of Writing** |
| **ELAGSE9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **ELAGSE9-10W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| **ELAGSE9-10W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| ➢ **Research to Build and Present Knowledge** |
| **ELAGSE9-10W7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELAGSE9-10W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). |
| b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). |
| ➢ **Range of Writing** |
| **ELAGSE9-10W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| SPEAKING AND LISTENING (SL) |
|---|
| ➢ **Comprehension and Collaboration** |
| **ELAGSE9-10SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. |
| a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **ELAGSE9-10SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| **ELAGSE9-10SL3:** Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| ➢ **Presentation of Knowledge and Ideas** |
| **ELAGSE9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| **ELAGSE9-10SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **ELAGSE9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |

| LANGUAGE (L) |
|---|
| ➢ **Conventions of Standard English** |
| **ELAGSE9-10L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| a. Use parallel structure.* |
| b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| **ELAGSE9-10L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| b. Use a colon to introduce a list or quotation. |
| c. Spell correctly. |
| d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. |
| ➢ **Knowledge of Language** |
| **ELAGSE9-10L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
| ➢ **Vocabulary Acquisition and Use** |
| **ELAGSE9-10L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. |
| a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **ELAGSE9-10L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| b. Analyze nuances in the meaning of words with similar denotations. |
| **ELAGSE9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CGSE and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

| STANDARD | GRADES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
| **ELAGSEKL5b.** Relate frequently occurring words to their antonyms (also synonyms/homographs in progression). | ■ | ■ | ■ | ■ | ■ | Subsumed by ELAGSE5L5c | | | | | |
| **ELAGSE1L2c**. Use commas in dates and to separate single words in a series. | | ■ | ■ | ■ | ■ | Subsumed by ELAGSE5L2a | | | | | |
| **ELAGSE1L1i**. Use frequently occurring prepositions. | | ■ | ■ | ■ | Subsumed by ELAGSE4L1e | | | | | | |
| **ELAGSE1L1g**. Use frequently occurring conjunctions. **ELAGSE3L1h**. Use coordinating and subordinating conjunctions. **ELAGSE5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*). | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L1a**. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELAGSE5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L1f**. Ensure subject-verb and pronoun-antecedent agreement. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L3a**. Choose words and phrases for effect. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **EKACC4L1e**. Form and use prepositional phrases. | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L1f**. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L1g**. Correctly use frequently confused words (e.g., to/too/two; there/their). | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L3a**. Choose words and phrases to convey ideas precisely. | | | | | ■ | ■ | ■ | Subsumed by ELAGSE7L3a | | | |
| **ELAGSE4L3b**. Choose punctuation for effect. | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L1d**. Recognize and correct inappropriate shifts in verb tense. | | | | | | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L2a**. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards). | | | | | | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L5c**. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | | | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1c**. Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1d**. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1e**. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L3a**. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards). | | | | | | | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L3b**. Maintain consistency in style and tone. | | | | | | | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE7L1c**. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | | ■ | ■ | ■ | ■ |
| **ELAGSE7L3a**. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | ■ | ■ | ■ | ■ |
| **ELAGSE8L1d**. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | | ■ | ■ | ■ |
| **ELAGSE9–10L1a**. Use parallel structure. | | | | | | | | | | ■ | ■ |
| **L11-12L3a**. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | | | | | | | | | | | ■ |

* Darkened boxes indicate grades in which the standard should be taught.

| READING LITERARY (RL) | READING INFORMATIONAL (RI) |
|---|---|
| ➢ **Key Ideas and Details** | ➢ **Key Ideas and Details** |
| **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **ELAGSE9-10RL2:** Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **ELAGSE9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **ELAGSE9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | **ELAGSE9-10RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| ➢ **Craft and Structure** | ➢ **Craft and Structure** |
| **ELAGSE9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) | **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **ELAGSE9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **ELAGSE9-10RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | **ELAGSE9-10RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| ➢ **Integration of Knowledge and Ideas** | ➢ **Integration of Knowledge and Ideas** |
| **ELAGSE9-10RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | **ELAGSE9-10RI7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account. |
| **ELAGSE9-10RL8:** (Not applicable to literature) | **ELAGSE9-10RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **ELAGSE9-10RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | **ELAGSE9-10RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts. |
| ➢ **Range of Reading and Level of Text Complexity** | ➢ **Range of Reading and Level of Text Complexity** |
| **ELAGSE9-10RL10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **ELAGSE9-10RI10:** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. |

| WRITING (W) |
|---|
| ➢ **Text Types and Purposes** |
| **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain an appropriate style and objective tone. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **ELAGSE9-10W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| e. Establish and maintain an appropriate style and objective tone. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **ELAGSE9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| ➢ **Production and Distribution of Writing** |
| **ELAGSE9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **ELAGSE9-10W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| **ELAGSE9-10W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| ➢ **Research to Build and Present Knowledge** |
| **ELAGSE9-10W7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELAGSE9-10W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). |
| b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). |
| ➢ **Range of Writing** |
| **ELAGSE9-10W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| SPEAKING AND LISTENING (SL) |
|---|
| ➢ **Comprehension and Collaboration** |
| **ELAGSE9-10SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. |
| a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **ELAGSE9-10SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| **ELAGSE9-10SL3:** Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| ➢ **Presentation of Knowledge and Ideas** |
| **ELAGSE9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| **ELAGSE9-10SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **ELAGSE9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |

| LANGUAGE (L) |
|---|
| ➢ **Conventions of Standard English** |
| **ELAGSE9-10L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| a. Use parallel structure.* |
| b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| **ELAGSE9-10L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| b. Use a colon to introduce a list or quotation. |
| c. Spell correctly. |
| d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. |
| ➢ **Knowledge of Language** |
| **ELAGSE9-10L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
| ➢ **Vocabulary Acquisition and Use** |
| **ELAGSE9-10L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. |
| a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **ELAGSE9-10L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| b. Analyze nuances in the meaning of words with similar denotations. |
| **ELAGSE9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for GSE and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

| STANDARD | GRADES | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
| **ELAGSEKL5b.** Relate frequently occurring words to their antonyms (also synonyms/homographs in progression). | ■ | ■ | ■ | ■ | ■ | Subsumed by ELAGSE5L5c | | | | | |
| **ELAGSE1L2c**. Use commas in dates and to separate single words in a series. | | ■ | ■ | ■ | ■ | Subsumed by ELAGSE5L2a | | | | | |
| **ELAGSE1L1i**. Use frequently occurring prepositions. | | ■ | ■ | ■ | Subsumed by ELAGSE4L1e | | | | | | |
| **ELAGSE1L1g**. Use frequently occurring conjunctions. **ELAGSE3L1h**. Use coordinating and subordinating conjunctions. **ELAGSE5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*). | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L1a**. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELAGSE5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L1f**. Ensure subject-verb and pronoun-antecedent agreement. | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE3L3a**. Choose words and phrases for effect. | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **EKACC4L1e**. Form and use prepositional phrases. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L1f**. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L1g**. Correctly use frequently confused words (e.g., to/too/two; there/their). | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE4L3a**. Choose words and phrases to convey ideas precisely. | | | | ■ | ■ | ■ | ■ | Subsumed by ELAGSE7L3a | | | |
| **ELAGSE4L3b**. Choose punctuation for effect. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L1d**. Recognize and correct inappropriate shifts in verb tense. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L2a**. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards). | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE5L5c**. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1c**. Recognize and correct inappropriate shifts in pronoun number and person. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1d**. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L1e**. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L3a**. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards). | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE6L3b**. Maintain consistency in style and tone. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE7L1c**. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE7L3a**. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE8L1d**. Recognize and correct inappropriate shifts in verb voice and mood. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **ELAGSE9–10L1a**. Use parallel structure. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| **L11-12L3a**. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

* Darkened boxes indicate grades in which the standard should be taught.

## Biology Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs.

The hands-on nature of the science curriculum standards increases the need for teachers to use appropriate precautions in the laboratory and field. The guidelines for the safe use, storage, and disposal of chemicals must be observed. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, and includes a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire understandings of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

An explanation of the coding of the science GPS is attached.

This Performance Standards document includes four major components. They are:

**The Standards for Georgia Science Courses.** The Characteristics of Science co-requisite standards are listed first followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

**Tasks that students should be able to perform during or by the end of the course.** These tasks are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard while others can be used to assess student learning. Many of these tasks can serve both purposes.

**Samples of student work.** As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

**Teacher Commentary.** Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.


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Georgia Performance Science Standards-- Explanation of Coding

## Characteristics of Science Standards

**SKCS1**
**S**cience **K**indergarten **C**haracteristics of **S**cience Standard #**1**

**S8CS2**
**S**cience Grade **8** **C**haracteristics of **S**cience Standard #**2**

**SCSh8**
**S**cience **C**haracteristics of **S**cience **h**igh school Standard #**8**

## Content Standards

**S5P3**
**S**cience Grade **5** **P**hysical Science Standard #**3**

**S4E2**
**S**cience Grade **4** **E**arth Science Standard #**2**

**S7L4**
**S**cience Grade **7** **L**ife Science Standard #**4**

**SC1**
**S**cience **C**hemistry Standard #**1**

**SB4**
**S**cience **B**iology Standard #**4**

**SPS6**
**S**cience **P**hysical **S**cience Standard #**6**

**SP3**
**S**cience **P**hysics Standard #**3**


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**Biology**

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

| Major Concepts/ Skills: | Concepts/Skills to Maintain: |
|---|---|
| Classification to the Six Kingdom level | Characteristics of Science |
| Matter-Energy Relationships | Records investigations clearly and accurately |
| Cellular Function and Structure | Uses scientific tools |
| DNA/RNA | Interprets graphs, tables, and charts |
| Homeostasis | Writes clearly |
| Plant/Animal Characteristics | Uses proper units |
| Genes and Successive Generations | Organizes data into graphs, tables, and charts |
| Heredity | Analyzes scientific data via calculations and inference |
| Ecosystems | Uses models |
| Biological Evolution | Asks quality questions |
| | Uses technology |
| | Uses safety techniques |
| | Recognizes the importance of explaining data with precision and accuracy |

# Co-Requisite – Characteristics of Science

**Habits of Mind**

**SCSh1. Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.**

a. Exhibit the above traits in their own scientific activities.
b. Recognize that different explanations often can be given for the same evidence.
c. Explain that further understanding of scientific problems relies on the design and execution of new experiments which may reinforce or weaken opposing explanations.

**SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**

a. Follow correct procedures for use of scientific apparatus.
b. Demonstrate appropriate technique in all laboratory situations.
c. Follow correct protocol for identifying and reporting safety problems and violations.

**SCSh3. Students will identify and investigate problems scientifically.**

a. Suggest reasonable hypotheses for identified problems.
b. Develop procedures for solving scientific problems.
c. Collect, organize and record appropriate data.


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d. Graphically compare and analyze data points and/or summary statistics.
e. Develop reasonable conclusions based on data collected.
f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

**SCSh4. Students use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

a. Develop and use systematic procedures for recording and organizing information.
b. Use technology to produce tables and graphs.
c. Use technology to develop, test, and revise experimental or mathematical models.

**SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.**

a. Trace the source on any large disparity between estimated and calculated answers to problems.
b. Consider possible effects of measurement errors on calculations.
c. Recognize the relationship between accuracy and precision.
d. Express appropriate numbers of significant figures for calculated data, using scientific notation where appropriate.
e. Solve scientific problems by substituting quantitative values, using dimensional analysis and/or simple algebraic formulas as appropriate.

**SCSh6. Students will communicate scientific investigations and information clearly.**

a. Write clear, coherent laboratory reports related to scientific investigations.
b. Write clear, coherent accounts of current scientific issues, including possible alternative interpretations of the data.
c. Use data as evidence to support scientific arguments and claims in written or oral presentations.
d. Participate in group discussions of scientific investigation and current scientific issues.

**The Nature of Science**

**SCSh7. Students analyze how scientific knowledge is developed.**

Students recognize that:

a. The universe is a vast single system in which the basic principles are the same everywhere.
b. Universal principles are discovered through observation and experimental verification.
c. From time to time, major shifts occur in the scientific view of how the world works. More often, however, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. Major shifts in scientific views typically occur after the observation of a new phenomenon or an insightful interpretation of existing data by an individual or research group.
d. Hypotheses often cause scientists to develop new experiments that produce additional data.
e. Testing, revising, and occasionally rejecting new and old theories never ends.


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**SCSh8. Students will understand important features of the process of scientific inquiry.**
Students will apply the following to inquiry learning practices:

a. Scientific investigators control the conditions of their experiments in order to produce valuable data.
b. Scientific researchers are expected to critically assess the quality of data including possible sources of bias in their investigations' hypotheses, observations, data analyses, and interpretations.
c. Scientists use practices such as peer review and publication to reinforce the integrity of scientific activity and reporting.
d. The merit of a new theory is judged by how well scientific data are explained by the new theory.
e. The ultimate goal of science is to develop an understanding of the natural universe which is free of biases.
f. Science disciplines and traditions differ from one another in what is studied, techniques used, and outcomes sought.

**Reading Standard Comment**
After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context.*

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**SCSh9. Students will enhance reading in all curriculum areas by:**

a. Reading in all curriculum areas
- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.


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b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.

d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

# Co-Requisite – Content

**SB1. Students will analyze the nature of the relationships between structures and functions in living cells.**

a. Explain the role of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction.
b. Explain how enzymes function as catalysts.
c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).
d. Explain the impact of water on life processes (i.e., osmosis, diffusion).

**SB2. Students will analyze how biological traits are passed on to successive generations.**

a. Distinguish between DNA and RNA.
b. Explain the role of DNA in storing and transmitting cellular information.
c. Using Mendel's laws, explain the role of meiosis in reproductive variability.
d. Describe the relationships between changes in DNA and potential appearance of new traits including
   - Alterations during replication.
     - Insertions
     - Deletions
     - Substitutions
   - Mutagenic factors that can alter DNA.
     - High energy radiation (x-rays and ultraviolet)
     - Chemical
e. Compare the advantages of sexual reproduction and asexual reproduction in different situations.


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f. Examine the use of DNA technology in forensics, medicine, and agriculture.

**SB3. Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.**

a. Explain the cycling of energy through the processes of photosynthesis and respiration.
b. Compare how structures and function vary between the six kingdoms (archaebacteria, eubacteria, protists, fungi, plants, and animals).
c. Examine the evolutionary basis of modern classification systems.
d. Compare and contrast viruses with living organisms.

**SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.**

a. Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.
b. Explain the flow of matter and energy through ecosystems by
   - Arranging components of a food chain according to energy flow.
   - Comparing the quantity of energy in the steps of an energy pyramid.
   - Explaining the need for cycling of major nutrients (C, O, H, N, P).
c. Relate environmental conditions to successional changes in ecosystems.
d. Assess and explain human activities that influence and modify the environment such as global warming, population growth, pesticide use, and water and power consumption.
e. Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions.
f. Relate animal adaptations, including behaviors, to the ability to survive stressful environmental conditions.

**SB5. Students will evaluate the role of natural selection in the development of the theory of evolution.**

a. Trace the history of the theory.
b. Explain the history of life in terms of biodiversity, ancestry, and the rates of evolution.
c. Explain how fossil and biochemical evidence support the theory.
d. Relate natural selection to changes in organisms.
e. Recognize the role of evolution to biological resistance (pesticide and antibiotic resistance).


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## Physical Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs.

The hands-on nature of the science curriculum standards increases the need for teachers to use appropriate precautions in the laboratory and field. The guidelines for the safe use, storage, and disposal of materials must be observed. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, and includes a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire understandings of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards document includes four major components. They are

**The Standards for Georgia Science Courses.** The Characteristics of Science co-requisite standards are listed first followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

**Tasks that students should be able to perform during or by the end of the course.** These tasks are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard while others can be used to assess student learning. Many of these tasks can serve both purposes.

**Samples of student work.** As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified, and teachers are encouraged to submit examples from their own classroom experiences.

**Teacher Commentary.** Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.


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GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES
One Stop Shop For Teachers

Georgia Performance Science Standards-- Explanation of Coding

## Characteristics of Science Standards

**SKCS1**
**S**cience **K**indergarten **C**haracteristics of **S**cience Standard #**1**

**S8CS2**
**S**cience Grade **8** **C**haracteristics of **S**cience Standard #**2**

**SCSh8**
**S**cience **C**haracteristics of **S**cience **h**igh school Standard #**8**

## Content Standards

**S5P3**
**S**cience Grade **5** **P**hysical Science Standard #**3**

**S4E2**
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**S**cience **C**hemistry Standard #**1**

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**SPS6**
**S**cience **P**hysical **S**cience Standard #**6**

**SP3**

**S**cience **P**hysics Standard #**3**


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**Physical Science**

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

| Major Concepts/ Skills: | Concepts/Skills to Maintain: |
|---|---|
| Classifications of Matter | Characteristics of Science |
| Atomic Theory/Configuration | Records investigations clearly and accurately |
| Periodicity | Uses scientific tools |
| Bonding/Nomenclature | Interprets graphs, tables, and charts |
| Chemical Reactions | Writes clearly |
| Law of Conservation of Matter | Uses proper units |
| Solutions | Organizes data into graphs, tables, charts |
| Acid/Base Chemistry | Uses models |
| Phase Changes | Asks quality questions |
| Laws of Motion and Force | Uses technology |
| Energy Transformation | Uses safety techniques |
| Electrical/Magnetic Forces | Analyzes data via calculations and inference |
| Wave Properties | Recognizes the importance of explaining data with precision and accuracy |

# Co-Requisite – Characteristics of Science

## Habits of Mind

**SCSh1. Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.**

a. Exhibit the above traits in their own scientific activities.
b. Recognize that different explanations often can be given for the same evidence.
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**SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**

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**SCSh3. Students will identify and investigate problems scientifically.**

a. Suggest reasonable hypotheses for identified problems.


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b. Develop procedures for solving scientific problems.
c. Collect, organize and record appropriate data.
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**SCSh4. Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**
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## The Nature of Science

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Students will recognize that:
a. The universe is a vast single system in which the basic principles are the same everywhere.
b. Universal principles are discovered through observation and experimental verification.
c. From time to time, major shifts occur in the scientific view of how the world works. More often, however, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. Major shifts in scientific views typically


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- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

b. Discussing books
- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

d. Establishing context
- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

# Co-Requisite – Content

**SPS1. Students will investigate our current understanding of the atom.**

a. Examine the structure of the atom in terms of
- proton, electron, and neutron locations.
- atomic mass and atomic number.
- atoms with different numbers of neutrons (isotopes).
- explain the relationship of the proton number to the element's identity.

b. Compare and contrast ionic and covalent bonds in terms of electron movement.

**SPS2. Students will explore the nature of matter, its classifications, and its system for naming types of matter.**

a. Calculate density when given a means to determine a substance's mass and volume.
b. Predict formulas for stable binary ionic compounds based on balance of charges.
c. Use IUPAC nomenclature for transition between chemical names and chemical formulas of
- binary ionic compounds (containing representative elements).


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- binary covalent compounds (i.e. carbon dioxide, carbon tetrachloride).

d. Demonstrate the Law of Conservation of Matter in a chemical reaction.
e. Apply the Law of Conservation of Matter by balancing the following types of chemical equations:
   - Synthesis
   - Decomposition
   - Single Replacement
   - Double Replacement

**SPS3. Students will distinguish the characteristics and components of radioactivity.**
a. Differentiate among alpha and beta particles and gamma radiation.
b. Differentiate between fission and fusion.
c. Explain the process half-life as related to radioactive decay.
d. Describe nuclear energy, its practical application as an alternative energy source, and its potential problems.

**SPS4. Students will investigate the arrangement of the Periodic Table.**
a. Determine the trends of the following:
   - Number of valence electrons
   - Types of ions formed by representative elements
   - Location of metals, nonmetals, and metalloids
   - Phases at room temperature
b. Use the Periodic Table to predict the above properties for representative elements.

**SPS5. Students will compare and contrast the phases of matter as they relate to atomic and molecular motion.**
a. Compare and contrast the atomic/molecular motion of solids, liquids, gases and plasmas.
b. Relate temperature, pressure, and volume of gases to the behavior of gases.

**SPS6. Students will investigate the properties of solutions.**
a. Describe solutions in terms of
   - solute/solvent
   - conductivity
   - concentration
b. Observe factors affecting the rate a solute dissolves in a specific solvent.
c. Demonstrate that solubility is related to temperature by constructing a solubility curve.
d. Compare and contrast the components and properties of acids and bases.
e. Determine whether common household substances are acidic, basic, or neutral.

**SPS7. Students will relate transformations and flow of energy within a system.**
a. Identify energy transformations within a system (e.g. lighting of a match).
b. Investigate molecular motion as it relates to thermal energy changes in terms of conduction, convection, and radiation.


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c. Determine the heat capacity of a substance using mass, specific heat, and temperature.
d. Explain the flow of energy in phase changes through the use of a phase diagram.

**SPS8. Students will determine relationships among force, mass, and motion.**

a. Calculate velocity and acceleration.
b. Apply Newton's three laws to everyday situations by explaining the following:
   - Inertia
   - Relationship between force, mass and acceleration
   - Equal and opposite forces
c. Relate falling objects to gravitational force
d. Explain the difference in mass and weight.
e. Calculate amounts of work and mechanical advantage using simple machines.

**SPS9. Students will investigate the properties of waves.**

a. Recognize that all waves transfer energy.
b. Relate frequency and wavelength to the energy of different types of electromagnetic waves and mechanical waves.
c. Compare and contrast the characteristics of electromagnetic and mechanical (sound) waves.
d. Investigate the phenomena of reflection, refraction, interference, and diffraction.
e. Relate the speed of sound to different mediums.
f. Explain the Doppler Effect in terms of everyday interactions.

**SPS10. Students will investigate the properties of electricity and magnetism.**

a. Investigate static electricity in terms of
   - friction
   - induction
   - conduction
b. Explain the flow of electrons in terms of
   - alternating and direct current.
   - the relationship among voltage, resistance and current.
   - simple series and parallel circuits.
c. Investigate applications of magnetism and/or its relationship to the movement of electrical charge as it relates to
   - electromagnets
   - simple motors
   - permanent magnets


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# United States History

The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century.

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.
b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
d. Explain the reasons for French settlement of Quebec.
e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

a. Explain the development of mercantilism and the trans-Atlantic trade.
b. Describe the Middle Passage, growth of the African population, and African-American culture.
c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
d. Explain the significance of the Great Awakening.

**SSUSH3 The student will explain the primary causes of the American Revolution.**

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.
e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.
c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.
d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.
e. Describe the reasons for and importance of the Monroe Doctrine.

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.
b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
c. Describe reform movements, specifically temperance, abolitionism, and public school.
d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).

b. Explain the Missouri Compromise and the issue of slavery in western states and territories.
c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.
d. Describe the war with Mexico and the Wilmot Proviso.
e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
e. Describe the significance of the Emancipation Proclamation.
f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen's Bureau.
c. Describe the significance of the 13th, 14th, and 15th amendments.
d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

**SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.**

a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.
b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies
d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life

**SSUSH12 The student will analyze important consequences of American industrial growth.**

a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.
b. Identify the American Federation of Labor and Samuel Gompers.

c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.
d. Describe the 1894 Pullman strike as an example of industrial unrest.

**SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.**

a. Explain Upton Sinclair's The Jungle and federal oversight of the meatpacking industry.
b. Identify Jane Addams and Hull House and describe the role of women in reform movements.
c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.
d. Explain Ida Tarbell's role as a muckraker.
e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

**SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.**

a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
c. Explain Wilson's Fourteen Points and the proposed League of Nations.
d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
b. Identify Henry Ford, mass production, and the automobile.
c. Describe the impact of radio and the movies.
d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

**SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
b. Explain the Wagner Act and the rise of industrial unionism.
c. Explain the passage of the Social Security Act as a part of the second New Deal.
d. Identify Eleanor Roosevelt as a symbol of social progress and women's activism.
e. Identify the political challenges to Roosevelt's domestic and international leadership; include the role of Huey Long, the "court packing bill," and the Neutrality Act.

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

a. Explain A. Philip Randolph's proposed march on Washington, D.C., and President Franklin D. Roosevelt's response.
b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.
c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.
e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.
c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.

d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

**SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.**

a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
b. Identify Jackie Robinson and the integration of baseball.
c. Explain Brown v. Board of Education and efforts to resist the decision.
d. Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I Have a Dream Speech.
e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.
b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
c. Explain Lyndon Johnson's Great Society; include the establishment of Medicare.
d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
b. Describe the National Organization of Women and the origins and goals of the modern women's movement.
c. Analyze the anti-Vietnam War movement.
d. Analyze Cesar Chavez and the United Farm Workers' movement.
e. Explain the importance of Rachel Carson's *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.
f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**SSUSH25 The student will describe changes in national politics since 1968.**

a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.
c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.
e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.
f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.
g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

# Social Studies Skills Matrices

## MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

| **Map and Globe Skills** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9-12** |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Use cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. Use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. Use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. Compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. Use inch to inch map scale to determine distance on map | | | I | M | A | A | A | A | A | A |
| 6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps | | | I | D | M | A | A | A | A | A |
| 7. Use a map to explain impact of geography on historical and current events | | | I | D | M | A | A | A | A | A |
| 8. Draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. Use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. Use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |

# INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

| **Information Processing Skills** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9-12** |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. Organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. Identify issues and/or problems and alternative solutions | I | D | D | D | D | M | A | A | A | A |
| 4. Distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. Identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. Interpret timelines | | I | D | D | M | A | A | A | A | A |
| 8. Identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. Construct charts and tables | | | I | M | A | A | A | A | A | A |
| 10. Analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. Draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. Analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. Translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. Formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. Determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. Check for consistency of information | | | | | I | M | A | A | A | A |
| 17. Interpret political cartoons | | | | | I | D | D | D | M | A |

Clarification:
Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.
Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 9-10 |
|---|
| ➢ **Key Ideas and Details** |
| **ELACC9-10RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| **ELACC9-10RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| **ELACC9-10RH3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| ➢ **Craft and Structure** |
| **ELACC9-10RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| **ELACC9-10RH5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis |
| **ELACC9-10RH6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| ➢ **Integration of Knowledge and Ideas** |
| **ELACC9-10RH7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| **ELACC9-10RH8:** Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| **ELACC9-10RH9:** Compare and contrast treatments of the same topic in several primary and secondary sources. |
| ➢ **Range of Reading and Level of Text Complexity** |
| **ELACC9-10RH10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST) |
|---|
| ➢ **Text Types and Purposes** |
| **ELACC9-10WHST1:** Write arguments focused on *discipline-specific content.* |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| **ELACC9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **ELACC9-10WHST3:** (See note; not applicable as a separate requirement) |
| ➢ **Production and Distribution of Writing** |
| **ELACC9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **ELACC9-10WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **ELACC9-10WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| ➢ **Research to Build and Present Knowledge** |
| **ELACC9-10WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELACC9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **ELACC9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. |
| ➢ **Range of Writing** |
| **ELACC9-10WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 11-12 |
|---|
| ➢ **Key Ideas and Details** |
| **ELACC11-12RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| **ELACC11-12RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **ELACC11-12RH3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| ➢ **Craft and Structure** |
| **ELACC11-12RH4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| **ELACC11-12RH5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| **ELACC11-12RH6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| ➢ **Integration of Knowledge and Ideas** |
| **ELACC11-12RH7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| **ELACC11-12RH8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information |
| **ELACC11-12RH9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| ➢ **Range of Reading and Level of Text Complexity** |
| **ELACC11-12RH10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently |

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST) |
|---|
| ➢ **Text Types and Purposes** |
| **ELACC11-12WHST1:** Write arguments focused on *discipline-specific content.* |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| **ELACC11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| **ELACC11-12WHST3:** (See note; not applicable as a separate requirement) |
| ➢ **Production and Distribution of Writing** |
| **ELACC11-12WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **ELACC11-12WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **ELACC11-12WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| ➢ **Research to Build and Present Knowledge** |
| **ELACC11-12WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELACC11-12WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **ELACC11-12WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. |
| ➢ **Range of Writing** |
| **ELACC11-12WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# Economics

The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

## Fundamental Economic Concepts

**SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.**

a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.
b. Define and give examples of productive resources (factors of production) (e.g., land (natural), labor (human), capital (capital goods), entrepreneurship).
c. List a variety of strategies for allocating scarce resources.
d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.

**SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.**

a. Illustrate by means of a production possibilities curve the trade offs between two options.
b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

**SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.**

a. Give examples of how individuals and businesses specialize.
b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.

**SSEF4 The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.**

a. Compare command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation.
b. Evaluate how well each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, and stability.

**SSEF5 The student will describe the roles of government in a market economy.**

a. Explain why government provides public goods and services, redistributes income, protects property rights, and resolves market failures.
b. Give examples of government regulation and deregulation and their effects on consumers and producers.

**SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.**

a. Define productivity as the relationship of inputs to outputs.

b. Give illustrations of investment in equipment and technology and explain their relationship to economic growth.
c. Give examples of how investment in education can lead to a higher standard of living.

## Microeconomic Concepts

**SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.**

a. Illustrate by means of a circular flow diagram, the Product market; the Resource (factor) market; the real flow of goods and services between and among businesses, households, and government; and the flow of money.
b. Explain the role of money as a medium of exchange.

**SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.**

a. Define the Law of Supply and the Law of Demand.
b. Describe the role of buyers and sellers in determining market clearing price.
c. Illustrate on a graph how supply and demand determine equilibrium price and quantity.
d. Explain how prices serve as incentives in a market economy.

**SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.**

a. Identify and illustrate on a graph factors that cause changes in market supply and demand.
b. Explain and illustrate on a graph how price floors create surpluses and price ceilings create shortages.
c. Define price elasticity of demand and supply.

**SSEMI4 The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.**

a. Compare and contrast three forms of business organization—sole proprietorship, partnership, and corporation.
b. Explain the role of profit as an incentive for entrepreneurs.
c. Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition.

## Macroeconomic Concepts

**SSEMA1 The student will illustrate the means by which economic activity is measured.**

a. Explain that overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, government, and net exports.
b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.
c. Explain how economic growth, inflation, and unemployment are calculated.
d. Identify structural, cyclical, and frictional unemployment.
e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion as well as recession and depression.
f. Describe the difference between the national debt and government deficits.

**SSEMA2 The student will explain the role and functions of the Federal Reserve System.**

a. Describe the organization of the Federal Reserve System.
b. Define monetary policy.
c. Describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment, and economic growth.

**SSEMA3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.**

a. Define fiscal policy.
b. Explain the government's taxing and spending decisions.

## International Economics

**SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services.**

a. Define and distinguish between absolute advantage and comparative advantage.
b. Explain that most trade takes place because of comparative advantage in the production of a good or service.
c. Explain the difference between balance of trade and balance of payments.

**SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.**

a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.
b. Identify costs and benefits of trade barriers over time.
c. List specific examples of trade barriers.
d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.
e. Evaluate arguments for and against free trade.

**SSEIN3 The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries.**

a. Define exchange rate as the price of one nation's currency in terms of another nation's currency.
b. Locate information on exchange rates.
c. Interpret exchange rate tables.
d. Explain why, when exchange rates change, some groups benefit and others lose.

## Personal Finance Economics

**SSEPF1 The student will apply rational decision making to personal spending and saving choices.**

a. Explain that people respond to positive and negative incentives in predictable ways.
b. Use a rational decision making model to select one option over another.
c. Create a savings or financial investment plan for a future goal.

**SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.**

a. Compare services offered by different financial institutions.
b. Explain reasons for the spread between interest charged and interest earned.
c. Give examples of the direct relationship between risk and return.

d. Evaluate a variety of savings and investment options; include stocks, bonds, and mutual funds.

**SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.**

a. Give examples of who benefits and who loses from inflation.
b. Define progressive, regressive, and proportional taxes.
c. Explain how an increase in sales tax affects different income groups.

**SSEPF4 The student will evaluate the costs and benefits of using credit.**

a. List factors that affect credit worthiness.
b. Compare interest rates on loans and credit cards from different institutions.
c. Explain the difference between simple and compound interest rates.

**SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.**

a. List various types of insurance such as automobile, health, life, disability, and property.
b. Explain the costs and benefits associated with different types of insurance; include deductibles, premiums, shared liability, and asset protection.

**SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.**

a. Identify skills that are required to be successful in the workplace.
b. Explain the significance of investment in education, training, and skill development.

# Social Studies Skills Matrices

## MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

| **Map and Globe Skills** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9-12** |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Use cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. Use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. Use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. Compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. Use inch to inch map scale to determine distance on map | | | I | M | A | A | A | A | A | A |
| 6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps | | | I | D | M | A | A | A | A | A |
| 7. Use a map to explain impact of geography on historical and current events | | | I | D | M | A | A | A | A | A |
| 8. Draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. Use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. Use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |

# INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

| **Information Processing Skills** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9-12** |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. Organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. Identify issues and/or problems and alternative solutions | I | D | D | D | D | M | A | A | A | A |
| 4. Distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. Identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. Interpret timelines | | I | D | D | M | A | A | A | A | A |
| 8. Identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. Construct charts and tables | | | I | M | A | A | A | A | A | A |
| 10. Analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. Draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. Analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. Translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. Formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. Determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. Check for consistency of information | | | | | I | M | A | A | A | A |
| 17. Interpret political cartoons | | | | | I | D | D | D | M | A |

Clarification:
Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.
Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 9-10 |
|---|
| ➢ **Key Ideas and Details** |
| **ELACC9-10RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| **ELACC9-10RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| **ELACC9-10RH3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| ➢ **Craft and Structure** |
| **ELACC9-10RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| **ELACC9-10RH5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis |
| **ELACC9-10RH6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| ➢ **Integration of Knowledge and Ideas** |
| **ELACC9-10RH7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| **ELACC9-10RH8:** Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| **ELACC9-10RH9:** Compare and contrast treatments of the same topic in several primary and secondary sources. |
| ➢ **Range of Reading and Level of Text Complexity** |
| **ELACC9-10RH10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST) |
|---|
| ➢ **Text Types and Purposes** |
| **ELACC9-10WHST1:** Write arguments focused on *discipline-specific content.* |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| **ELACC9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **ELACC9-10WHST3:** (See note; not applicable as a separate requirement) |
| ➢ **Production and Distribution of Writing** |
| **ELACC9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **ELACC9-10WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **ELACC9-10WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| ➢ **Research to Build and Present Knowledge** |
| **ELACC9-10WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELACC9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **ELACC9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. |
| ➢ **Range of Writing** |
| **ELACC9-10WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 11-12 |
|---|
| ➢ **Key Ideas and Details** |
| **ELACC11-12RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| **ELACC11-12RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **ELACC11-12RH3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| ➢ **Craft and Structure** |
| **ELACC11-12RH4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| **ELACC11-12RH5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| **ELACC11-12RH6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| ➢ **Integration of Knowledge and Ideas** |
| **ELACC11-12RH7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| **ELACC11-12RH8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information |
| **ELACC11-12RH9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| ➢ **Range of Reading and Level of Text Complexity** |
| **ELACC11-12RH10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently |

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST) |
|---|
| ➢ **Text Types and Purposes** |
| **ELACC11-12WHST1:** Write arguments focused on *discipline-specific content.* |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| **ELACC11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| **ELACC11-12WHST3:** (See note; not applicable as a separate requirement) |
| ➢ **Production and Distribution of Writing** |
| **ELACC11-12WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **ELACC11-12WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **ELACC11-12WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| ➢ **Research to Build and Present Knowledge** |
| **ELACC11-12WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **ELACC11-12WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **ELACC11-12WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. |
| ➢ **Range of Writing** |
| **ELACC11-12WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Destiny Achievers Academy of Excellence

# LifeSkills Training

Sample Lesson

Promoting Health and Personal Development



## High School

LifeSkills®

Gilbert J. Botvin, Ph.D.

AS-141

## About the Developer



Gilbert J. Botvin, Ph.D., developed the Botvin *LifeSkills Training* program and created National Health Promotion Associates as the national training center to support providers teaching the program. One of America's foremost experts on drug abuse prevention, Dr. Botvin is a professor of Public Health and Psychiatry at Cornell University's Weill Medical College and is Director of Cornell's Institute for Prevention Research. He has served as adviser and consultant to a host of renowned organizations including the World Health Organization, the National Centers for Disease Control, the National Institute on Drug Abuse, and the White House Office of Drug Control Policy. He has been honored with the FBI's National Leadership Award for his work in drug abuse prevention and received a prestigious MERIT award from the National Institute on Drug Abuse for his achievements as an outstanding prevention researcher.

Dr. Botvin earned a Ph.D. from Columbia University, has training and experience in developmental and clinical psychology, and has published more than 200 scientific papers and book chapters concerning prevention.

## Botvin *LifeSkills Training*: High School Program

### Program Overview

The Botvin *LifeSkills Training* High School program is a highly interactive, skills-based program designed to promote positive health and personal development for high school youth. Based on the highly effective *LifeSkills Training* curriculum, this program helps adolescents navigate the challenges of the high school years and prepares them for the transition to work or college and the independence and responsibilities that they will encounter as young adults. The *LifeSkills Training* High School program uses developmentally appropriate and collaborative learning strategies to help students achieve competency in the skills that have been found to reduce and prevent substance use and violence.

### Program Structure

The Botvin *LifeSkills Training* High School program is designed for students in the 9th or 10th grade. The program consists of 10 class sessions (approximately 40–45 minutes each session). The program can be taught either as an intensive mini-series (consecutively every day, or two to three times a week) until the program is complete, or on a more extended schedule (once a week for 10 weeks).

The High School program can be used alone or in combination with the *LifeSkills Training* Middle School program as a maintenance program. The program can be taught in school, community, and after-school settings.

### Program Learning Objectives

The Botvin *LifeSkills Training* High School program is an integrated approach that develops personal, interpersonal, and drug resistance skills.The curriculum is designed to strengthen student abilities in the following areas:

- ***Personal Self-Management Skills***
  *Provides students with strategies for decision-making, managing stress, and anger.*
- ***General Social Skills***
  *Enables students to strengthen their communication skills and build healthy relationships.*
- ***Drug Resistance Skills***
  *Empowers students to understand the consequences of substance use and risk-taking and the influences of the media.*

# LifeSkills Training

Promoting Health and Personal Development

Contains Sample Lessons from Student Guide and Teacher's Manual

## High School

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*Sample Lesson Only – Not Intended for Duplication*

# Unit 6



# Family Communications





*Sample Lesson Only – Not Intended for Duplication*

# Introduction

The core of who you are is built on family—its values, rules, expectations, and approaches to life.

A family can take many forms. For some it's blood relatives; for others it's an intricate network of friends and relations. When you were young, you received a lot of guidance and supervision from your family. Now that you're in high school, you want more independence. But people who care for you want to be sure you can handle the responsibility. There will be disagreements about your needs and expectations for one another, which may result in arguments, misunderstanding, and confusion.



The questions we'll be thinking about in this unit are:

1. What are your needs for independence? How does your family's caregiving style adapt to those needs?
2. How and why do misunderstandings about needs and expectations for safe and drug-free behavior typically develop?
3. What expectations regarding substance use should you and your family members have for one another?
4. What communication skills help families avoid misunderstandings about each other's needs and expectations?
5. What's the difference between misunderstandings and disagreements? Why is it important to know the difference?

## Unit Concepts

**understanding others' views**

**communicating effectively**

**validate**

**empathy**

# Think About It

## Activity A: The More Things Change . . .

**Group Activity.** Brainstorm ideas about how your family roles have stayed the same and changed over the years. Write your ideas in the chart below.

| Stayed the Same | Changed |
|---|---|
| youngest child<br>the "funny" one | more adult responsibilities<br>get good grades |

Now discuss how families change as children grow older.

- What are family expectations for behavior?
- How do families communicate these expectations?
- What are your needs, and how does your family meet them?
- When you're trying to communicate your needs, what behaviors help others understand you? What contributes to misunderstandings?



### Reflection

**In what ways are you different now physically, emotionally, mentally, and socially from how you were in elementary school? In middle school? How do these changes impact your roles in the family now?**



*Sample Lesson Only – Not Intended for Duplication*

# Figure It Out

## Activity B: Effective Communication Skills

### Concept

***Effective communication*** is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it.

## Non-Verbal

### SPEAKER AND LISTENER

- ❏ Maintain eye contact.
- ❏ Facial expressions, such as smiling and nodding, should show interest.
- ❏ Your body language and gestures should be confident but inviting.
- ❏ Find a physical distance that has you near enough to each other to talk easily, but not so close that you feel crowded.



## Verbal

### SPEAKER

- ❏ Your words should match your body language.
- ❏ Ask both specific (e.g., "Do you understand what I mean by… ?") and open-ended (e.g., "What do you think of that idea?") questions to check if the other person understands.
- ❏ Give the other person time to talk; don't monopolize the conversation.
- ❏ Keep your tone of voice clear and respectful.

### LISTENER

- ❏ Use passive listening: Nod, look engaged in what the person is saying, respond with short comments to show you're paying attention.
- ❏ Let the other person finish sentences; don't interrupt.
- ❏ Use active listening: Summarize what you have heard and check for understanding by paraphrasing (saying it in your own words), restating (saying it back using the other person's words), or asking specific questions.
- ❏ Keep your tone of voice clear and respectful.



# Do It Now

## Activity C: Can You Hear Me Now?

**Partners.** Take turns reading and responding to the rules below and practicing the Effective Communication Skills on page 5. When you're finished, check off in the Effective Communication Skills box those cues that you used.

1. **A:** You can't ride in a car with someone who has been drinking.

   **B:** If someone has been drinking, I won't ride with them.

   **SKILL(s):** Paraphrasing

2. **A:** You have to call me at work when you get home from school.

   **B:** _____

   **SKILL(s):** _____

3. **A:** You have to be home early on school nights.

   **B:** _____

   **SKILL(s):** _____

4. **A:** You can't play on the computer until your homework is done.

   **B:** _____

   **SKILL(s):** _____

5. **A:** You can't hang out with those people.

   **B:** _____

   **SKILL(s):** _____



*Sample Lesson Only – Not Intended for Duplication*

# Make It Happen

## Activity D: Family Interview

1. Read over the interview questions on page 8. Add two or more questions that you can think of on this topic to the worksheet.
2. Set up a time before your next class for your interview. Let your interviewee know that it will take about 30 minutes. Be sure to ask all the questions on page 8, but remember to include the questions you added.
3. Refer to the rubric for the Family Interview on page 12 for guidelines on completing the Family Interview Worksheet and the Reflection.
4. Follow your teacher's instructions on how to complete and submit your Family Interview Worksheet and Reflection.



**Tips for Interviewing**

There are a few points to keep in mind while doing your interview.

- Find a time that's convenient for both of you.
- Use the verbal and non-verbal communication skills that you learned about on page 5.
- Ask if you can record the interview, since it will help you focus on the questions and answers. Try to take notes when reviewing the recording.
- If you don't record, write down notes while you're interviewing that you can use to remind yourself of what the person said.
- If you want to know more about what the person said, ask a follow-up question.

Remember, an important part of this activity is to have fun!

# Family Interview Worksheet

| Interviewer | Name of Interviewee | Relationship to You | Date |
|---|---|---|---|
| | | | |

**Thank you for agreeing to this interview. I'd like to start by asking you some questions about when you were my age.**

1. What did you like to do when you were my age?

2. What did you want to be when you got older?

3. What rules and expectations did your family have?

**Sample Follow-Up Responses**

- Tell me more.
- Can you give me an example?
- Then what did you do?
- Is there anything else?

4. What messages did you get from your parents about alcohol, tobacco, and other drugs when you were growing up?

**Now I'd like to ask you some questions about your role as a caregiver.**

5. What are your rules and expectations for me about the use of alcohol, tobacco, and other drugs?

6. What are the consequences for me if I don't follow these rules?

7. Why do you think these rules are important?

8. What do you think is the most challenging part of taking care of a young adult?

9. What have you liked about participating in this interview?

*Add two questions of your own.*

10.

11.






*Sample Lesson Only – Not Intended for Duplication*



## Reflection for Family Interview

1. Which Effective Communication Skills did you use in the interview? How did they help?

_____

_____

_____

2. I learned that _____

3. I was surprised that _____

4. I am puzzled about _____




# Think About It

## *Activity E: I Was Surprised That . . .*

Look back at question #5 on your Family Interview Worksheet. For each of the rules and expectations that your caregiver has for you, mark:

**A** next to those that you AGREE with and understand

**D** next to those you DISAGREE with but understand

**P** next to those that PUZZLE you—that you disagree with and don't understand

### Concept

***Understanding others' views*** involves comprehending what the other person means even if you don't agree with it.



# Figure It Out

## Activity F: Communicating for Understanding Skills

*These Communicating for Understanding Skills follow five steps so that each person in the conversation understands what the other person is saying—whether they agree or not.*

Step 1: Initiate
Step 2: Mirror
Step 3: Summarize
Step 4: Validate
Step 5: Empathize

**Concepts**

***Validate*** means showing you value the other person's opinions even if you don't agree.

***Empathize*** means understanding and being sensitive to the other person's feelings, thoughts, and experience.

Each step uses its own kind of sentence stems, examples of which are in blue type below.

### 1. Initiate

The sender asks for some time to talk.

***Sender:*** **"Can we talk?"**

***Receiver:*** "Sure. What's on your mind?"

***Sender:*** "I really want you to stop hanging out at the basketball courts. I've been hearing about drugs being sold and fights there."

### 2. Mirror

The receiver checks for understanding about what the sender has said and means. This step should continue until the receiver understands the sender's message.

***Receiver:*** **"So, if I've got it, what I'm hearing you say** is that you've heard stories about fights and drug dealing at the courts and you want me to stop hanging out there. **Is there anything more you'd like me to know?"** (or **"Tell me more."**)

***Sender:*** "I know that you and your friends like to play ball there, but I'm worried about your safety."

### 3. Summarize

The receiver summarizes the key parts of what the sender has said.

***Receiver:*** **"So let me see if I've got it all.** You know my friends and I like to play ball at the courts, but you've heard a lot of stories about fights and drug dealing there, and you're worried about my safety so you'd like me not to hang out there. Did I get it all?"

***Sender:*** "You got it!"

### 4. Validate

The receiver shows understanding and valuing of the sender's point of view even if they don't agree.

***Receiver:*** **"I understand** that you're concerned about my safety and **I can see it's important to you because** there have been some fights at the courts. I'll talk to my friends and figure out where else we can go."

### 5. Empathize

The receiver expresses care and sensitivity to the sender's feelings, thoughts, or experience.

***Receiver:*** **"I imagine you feel** worried when I'm at the courts."

***Sender:*** "Yes, it does worry me. Now, is there anything you want to talk to me about?"



*Sample Lesson Only – Not Intended for Duplication*



# Do It Now

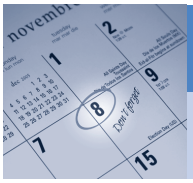
## Activity G: Agree to Disagree

**Partners.** Each of you will choose one rule from your interview that you marked with a P (or a D, if there is no P). Using the Communicating for Understanding Skills on page 10, practice having a conversation for understanding. Remember to use the Effective Communications Skills on page 5 as well. When you are done, switch roles. Then complete the Reflection.



### Reflection

| | Initiate | Mirror | Summarize | Validate | Empathize |
|---|---|---|---|---|---|
| Here's what I think I did well | ❑ | ❑ | ❑ | ❑ | ❑ |
| I found this difficult | ❑ | ❑ | ❑ | ❑ | ❑ |
| I'd like to improve this | ❑ | ❑ | ❑ | ❑ | ❑ |



# Make It Happen

## Activity H: I Mean What I Say

At home, introduce the Communicating for Understanding Skills to your family. Use these skills to talk to your caregiver about one of the rules you marked with a P or D in Activity E on page 9 and come to an understanding about the rule you selected. After the conversation, write a Reflection paragraph about your conversation. Use the questions below to shape your paragraph.



### Reflection

- What was your caregiver's reaction to you introducing these skills?
- How has your understanding about the rule changed?
- Do you still disagree about the rule?
- Whether you now agree with the rule or not, what would you like to have happen next (another topic you'd like to talk about, a way the rule could be changed, etc.)?

Evaluate your Reflection using the rubric for I Mean What I Say on page 13. Follow your teacher's instructions about submitting your Reflection.



# UNIT 6, Family Communications
## Rubric for Activity D: Family Interview

| Criteria | Excellent (4) | Very Good (3) | Satisfactory (2) | Needs Work (1) |
|---|---|---|---|---|
| Family Interview Worksheet | Asked all questions on the worksheet<br>Asked two or more additional relevant questions<br>Recorded responses on the worksheet | Asked all questions on the worksheet<br>Asked one additional relevant question<br>Recorded responses on the worksheet | Asked most questions on the worksheet<br>Recorded some responses on the worksheet | Did not ask all questions on the worksheet<br>Recorded some or no responses on the worksheet |
| Effective Communication Skills Used During Interview | Identified the effective communication skills used<br>Identified how skills helped the interview | Identified the effective communication skills used | Stated some effective communication skills used | Did not identify any effective communication skills |
| Reflection | Completed all reflection questions<br>Responses are related to the interview<br>Responses demonstrate thoughtful engagement with the activity | Completed all reflection questions<br>Responses are related to the interview<br>Responses demonstrate interest in the topic | Completed all reflection questions<br>Some responses are related to the interview<br>Responses demonstrate interest in the topic | Completed only some or none of the reflection questions<br>Responses do not relate to the interview<br>Responses show no interest in the topic |
| Presentation | Writing is legible and neat; no grammatical and/or spelling errors; easy to read and understand | Writing is legible and neat; few grammatical and/or spelling errors; easy to read and understand | Writing is legible; some grammatical and spelling errors but can be read and understood | Writing is hard to read; several grammatical and spelling errors; difficult to read and understand |


*Sample Lesson Only – Not Intended for Duplication*

# UNIT 6, Family Communications
## Rubric for Activity H: I Mean What I Say

| Criteria | Excellent (4) | Very Good (3) | Satisfactory (2) | Needs Work (1) |
|---|---|---|---|---|
| Reflection Response | Responded to all four questions<br><br>Responses contained references to the four Communicating for Understanding skills<br><br>Summarized practice by:<br>• evaluating its success<br>• describing conversation<br>• identifying effective communication skills used and those that need improvement | Responded to all four questions<br><br>Responses contained references to at least three of the Communicating for Understanding skills<br><br>Summarized practice by:<br>• describing the conversation<br>• identifying those communication skills used and those that need improvement | Responded to all four questions<br><br>Responses contained references to at least one of the Communicating for Understanding skills<br><br>Summarized practice by:<br>• describing the conversation<br>• identifying those communication skills used and those that need improvement | Responded to three or fewer of the questions<br><br>Responses did not refer to any of the Communicating for Understanding skills<br><br>Did not summarize the practice |
| Presentation | Writing is legible and neat; no grammatical and/or spelling errors; easy to read and understand | Writing is legible and neat; few grammatical and/or spelling errors; easy to read and understand | Writing is legible; some grammatical and spelling errors but can be read and understood | Writing is hard to read; several grammatical and spelling errors; difficult to read and understand |



**Lesson 1 Activities:**
A. The More Things Change…
B. Effective Communication Skills
C. Can You Hear Me Now?
D. Family Interview

**Lesson 2 Activities:**
E. I Was Surprised That…
F. Communicating for Understanding Skills
G. Agree to Disagree
H. I Mean What I Say

**Concepts:**
understanding others' views
communicating effectively
validate
empathy

**Key: Teaching Skills**

- F Facilitation
- C Coaching
- BR Behavioral Rehearsal
- A Assessment
- BH Behavioral Homework

## Background to the Unit

Two important ingredients in preventing and reducing substance use and other risky behaviors in adolescents and young adults are: (1) the clear and consistent communication from parents and caregivers that the use of substances and other risky behaviors are not safe, and (2) the establishment of expectations for healthy and safe behavior.

Students live in a variety of family structures. Completing this unit may be difficult for some. You will need to be sensitive to students who live in "nontraditional" or challenging settings and help them successfully complete this unit.

In Activity D, students interview a parent or caregiver. You may need to arrange ahead of time for a group of people from your school to serve as interview subjects for students who need someone to interview. Keep in mind that the Family Interview and its follow-up activity (I Mean What I Say) will take about 30 minutes each, so your students will need to schedule time accordingly with the people they're interviewing.

**You may want to begin the unit with a brief discussion of what a family is, emphasizing that there is no right or wrong definition.**

## Goals for *Family Communications*

After completing this unit, students will better understand:

1. What young adults' needs are for independence and how family caregiving styles adapt to those needs.
2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.
3. The expectations regarding substance use that young adults and their families should have for one another.
4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior.
5. The difference between understandings and agreements and why it is important to know the difference.


*Sample Lesson Only – Not Intended for Duplication*

# Lesson 1

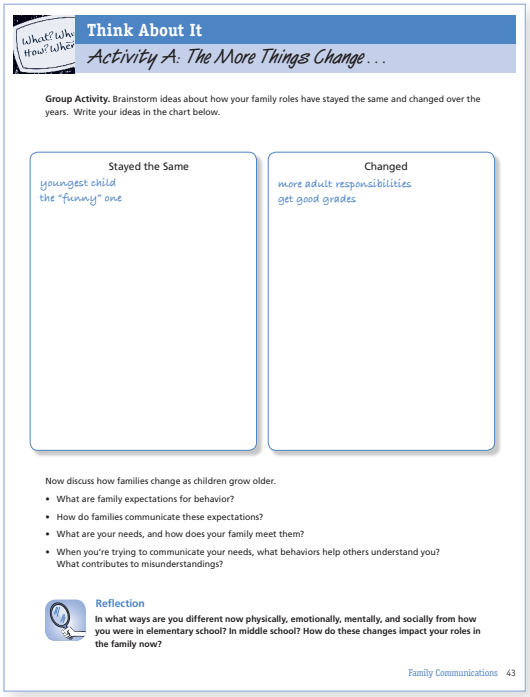
## Think About It

### Activity A: The More Things Change . . .

15 minutes

**Goal** After completing this activity students will better understand:

#1. What young adults' needs are for independence and how family caregiving styles adapt to those needs.


Think About It
Activity A: The More Things Change . . .

**Group Activity.** Brainstorm ideas about how your family roles have stayed the same and changed over the years. Write your ideas in the chart below.

| Stayed the Same | Changed |
|---|---|
| youngest child<br>the "funny" one | more adult responsibilities<br>get good grades |

Now discuss how families change as children grow older.

- What are family expectations for behavior?
- How do families communicate these expectations?
- What are your needs, and how does your family meet them?
- When you're trying to communicate your needs, what behaviors help others understand you? What contributes to misunderstandings?

**Reflection**

**In what ways are you different now physically, emotionally, mentally, and socially from how you were in elementary school? In middle school? How do these changes impact your roles in the family now?**

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## Instructions

1. State the goal for the activity.
2. Write these column heads on the board: *Stayed the Same, Changed.*
3. **Group Activity.** Place students in small groups. Appoint a recorder and reporter for each.
4. **Brainstorm**. Have students brainstorm in their groups how their family roles have stayed the same and changed over the years. The recorder should write down the group's observations.
5. Ask each reporter to give their group's observations. Write their responses on the board in the appropriate category.
6. Instruct students to turn to Activity A on page 4 in the Student Guide. Have them write down in the chart any ideas that apply to them.
7. In the same groups, have students discuss the questions and the Reflection at the bottom of page 4 in the Student Guide.

**Option:** Run a length of string down the classroom and mark it at different points with these grade levels and ages: pre-school (0-4), elementary school (5-9), middle school (10-12), and high school (13-15). Have students write on index cards the changes they experienced in their roles at these different times and paper clip the cards to the string at the appropriate ages. Then invite students to stand by the group that is most interesting to them. Ask open questions about each stage. Using the responses, have students compare the changes from birth to now (if there are ages no one chose, use open questions to find out why).

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7. Summarize using open-ended questions such as:

**Observe**

"How have your roles changed? How have they stayed the same?"

**Analyze**

"Why do you think these changes occurred? Why have some stayed the same? How have you and your family adapted to these changes?"

**Predict**

"What roles have stayed the same that you would like to change?"

**Suggest**

"What can families and young adults do to better understand each other's needs?"

***Points to Make***

- ✓ We have different needs and abilities at different times in our lives. These affect our roles within our families.
- ✓ Adolescents need independence, peer relationships, the opportunities to take healthy risks and make their own decisions, and the space to develop their identities.
- ✓ Adolescents often need caregivers to trust them as they explore new experiences.
- ✓ Teens need to remember that caregivers have to adapt to these new needs. Families need to learn to work together to adjust their evolving roles.
- ✓ Adults have to learn how to balance teen needs with parental concerns to enable the teens to make good decisions, engage in safe activities, and maintain healthy communication with the family.



# Figure It Out

## Activity B: Effective Communication Skills

*10 minutes*

**Goal** After completing this activity students will better understand:

#2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.

## Instructions

1. State the goal for the activity.
2. Write on the board, *Effective Communication.*



*Sample Lesson Only – Not Intended for Duplication*

F 3. Ask students to call out their responses to the question, *"What is effective communication?"* After gathering responses and writing them on the board, have students open to Activity B on page 5 in the Student Guide. Review the concept:

> ***Effective communication*** is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it.

Ask students to identify the key words and ideas in the definition.

C 4. Review the Effective Communication Skills and these terms:

- *Eye contact* is looking directly into someone's eyes (in a nonconfrontational manner) while listening or speaking; it shows the other person you're paying attention to them.
- *Non-verbal/body language* is the "message" your body gives; e.g., looking around the room instead of at the person suggests you're not paying attention.
- *Active listening* shows understanding by repeating back what the other person just said, sometimes by putting the message in your own words.
- *Passive listening* shows interest and understanding such as by occasionally nodding your head or using short phrases (e.g., "I see") at appropriate breaks in the conversation.

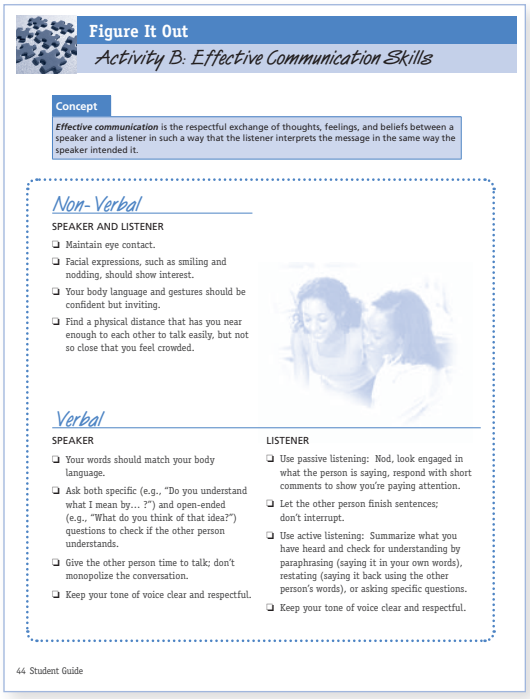


**Figure It Out**

*Activity B: Effective Communication Skills*

**Concept**

***Effective communication*** is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it.

*Non-Verbal*

SPEAKER AND LISTENER

- ❑ Maintain eye contact.
- ❑ Facial expressions, such as smiling and nodding, should show interest.
- ❑ Your body language and gestures should be confident but inviting.
- ❑ Find a physical distance that has you near enough to each other to talk easily, but not so close that you feel crowded.

*Verbal*

SPEAKER

- ❑ Your words should match your body language.
- ❑ Ask both specific (e.g., "Do you understand what I mean by… ?") and open-ended (e.g., "What do you think of that idea?") questions to check if the other person understands.
- ❑ Give the other person time to talk; don't monopolize the conversation.
- ❑ Keep your tone of voice clear and respectful.

LISTENER

- ❑ Use passive listening: Nod, look engaged in what the person is saying, respond with short comments to show you're paying attention.
- ❑ Let the other person finish sentences; don't interrupt.
- ❑ Use active listening: Summarize what you have heard and check for understanding by paraphrasing (saying it in your own words), restating (saying it back using the other person's words), or asking specific questions.
- ❑ Keep your tone of voice clear and respectful.

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C BR 5. Invite a student to demonstrate the non-verbal skills with you. Start by coaching the student on how to maintain eye contact, proper facial expressions, body language, and distance.

6. Invite another student to help you demonstrate the verbal skills. Coach the student in the listener role as you communicate a simple idea such as, *"If I communicate effectively, you will understand me."*

7. Thank the students for their help.

> Be sensitive to cultural differences in communication styles. For instance, in some cultures, it is not appropriate for a female to look directly into someone's eyes.

# Do It Now

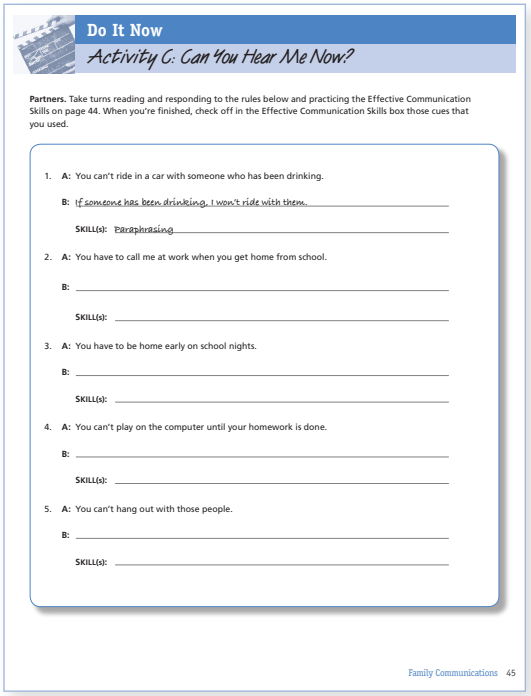
## Activity C: Can You Hear Me Now?

10 minutes

**Goals** After completing this activity students will better understand:

#2. Why and how misunderstandings about needs and expectations for safe and drug-free behavior typically develop.

#3. The expectations regarding substance use that young adults and their families should have for one another.


Do It Now

Activity C: Can You Hear Me Now?

**Partners.** Take turns reading and responding to the rules below and practicing the Effective Communication Skills on page 44. When you're finished, check off in the Effective Communication Skills box those cues that you used.

1. **A:** You can't ride in a car with someone who has been drinking.
   **B:** If someone has been drinking, I won't ride with them.
   **SKILL(s):** Paraphrasing
2. **A:** You have to call me at work when you get home from school.
   **B:**
   **SKILL(s):**
3. **A:** You have to be home early on school nights.
   **B:**
   **SKILL(s):**
4. **A:** You can't play on the computer until your homework is done.
   **B:**
   **SKILL(s):**
5. **A:** You can't hang out with those people.
   **B:**
   **SKILL(s):**

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## Instructions

1. State the goals for this activity.

F C 2. Ask students to turn to **Activity C on page 6** in the Student Guide. Call up a volunteer to read the "parent" (A) rule in item 1. Model the B response using verbal and non-verbal skills. Ask the class to identify which skills you use.

BR 3. **Partners.** Have students work in pairs, taking turns on each rule (each student should come up with a response and write it on their worksheet) and identifying the skills they used. Circulate and coach as necessary.

C 4. Bring the class back together and ask a few pairs to report on their responses and use of the skills.

5. Summarize with open-ended questions such as:

A

### Observe

"What was difficult about this activity? What was easy?"

### Analyze

"What communication skills did you use?"

"Why do families have rules and expectations?"

### Predict

"What happens if you don't use clear communication skills—if the person misunderstands your message?"

"What happens if family members don't talk about their rules and expectations about staying safe?"

### Suggest

"How do you think these skills can help you with difficult discussions with your family or your friends?"



*Sample Lesson Only – Not Intended for Duplication*

### *Points to Make*

- ✓ Using Effective Communication Skills can help prevent misunderstandings with others.
- ✓ Verbal and non-verbal techniques include active and passive listening, using open-ended questions, and looking at the person.
- ✓ Practicing the Effective Communication Skills can help you become more comfortable with them.



# Make It Happen

## Activity D: Family Interview (Out-of-Class Activity) — *10 minutes*

**Goal** After completing this activity students will better understand:

#3. The expectations regarding substance use young adults and their families should have for one another.

## Preparation

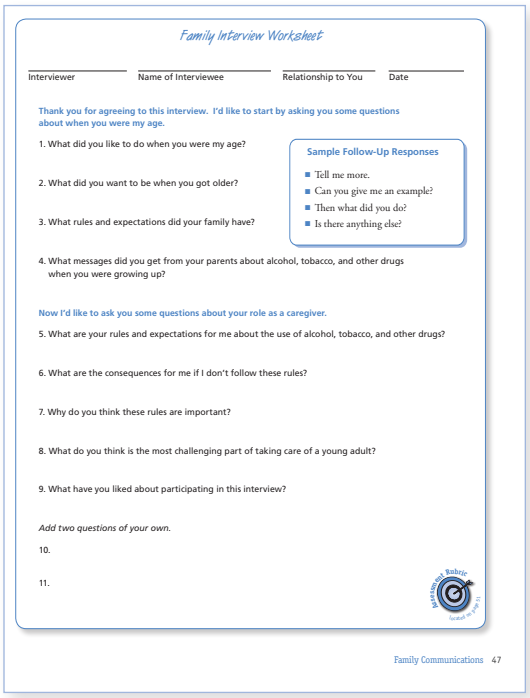
If a caregiver is not available for an interview, offer students other options. For instance, they could interview a teacher or administrator with whom they have a good relationship or a parent of a friend.

## Instructions

1. State the goal for the activity.
2. Have students turn to **Activity D on pages 7-8** of the Student Guide. Inform students they will be interviewing a caregiver or trusted adult before the next class.
3. Facilitate a discussion with students about why knowledge of family expectations about drug use and safe behavior is important.

### Sample Facilitation Questions

1. Why might it be useful to know family rules or expectations?
2. Why is it important to know what our families think is safe or risky behavior?
3. How do you think you could find out?



*Family Interview Worksheet*

Interviewer | Name of Interviewee | Relationship to You | Date

Thank you for agreeing to this interview. I'd like to start by asking you some questions about when you were my age.

1. What did you like to do when you were my age?
2. What did you want to be when you got older?
3. What rules and expectations did your family have?
4. What messages did you get from your parents about alcohol, tobacco, and other drugs when you were growing up?

**Sample Follow-Up Responses**
- Tell me more.
- Can you give me an example?
- Then what did you do?
- Is there anything else?

Now I'd like to ask you some questions about your role as a caregiver.

5. What are your rules and expectations for me about the use of alcohol, tobacco, and other drugs?
6. What are the consequences for me if I don't follow these rules?
7. Why do you think these rules are important?
8. What do you think is the most challenging part of taking care of a young adult?
9. What have you liked about participating in this interview?

*Add two questions of your own.*

10.
11.

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4. Assign the Family Interview and Reflection (on page 9) and review the instructions. Remind the students of the Effective Communication Skills on page 5. If you will be collecting and grading the Family Interview Worksheet, review the rubric for the Family Interview (page 12) with the students. Be sure to set a due date for the completion of the assignments.
5. Check with students for any questions or issues about the assignment.
6. Tell students that in the next session they will learn more skills to help them communicate clearly with their families, and that the family interview will be used to complete those activities.

# Lesson 2



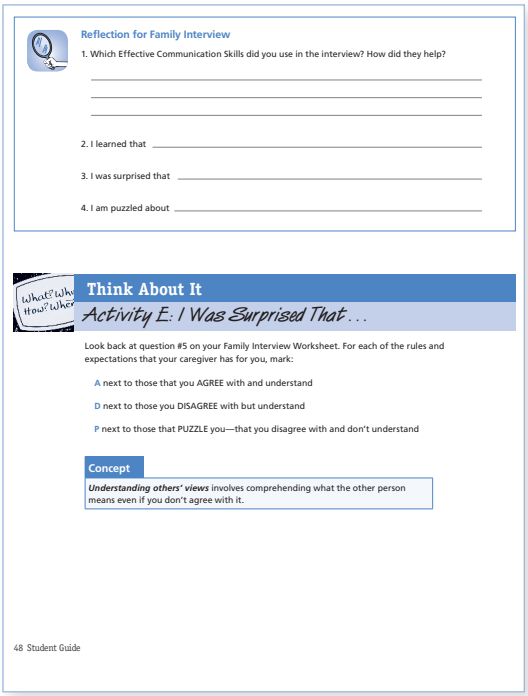

## Think About It

### Activity E: I Was Surprised That . . .

*10 minutes*

**Goals** After completing this activity students will better understand:

#4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior.



Reflection for Family Interview

1. Which Effective Communication Skills did you use in the interview? How did they help?

2. I learned that

3. I was surprised that

4. I am puzzled about

Think About It

*Activity E: I Was Surprised That . . .*

Look back at question #5 on your Family Interview Worksheet. For each of the rules and expectations that your caregiver has for you, mark:

A next to those that you AGREE with and understand

D next to those you DISAGREE with but understand

P next to those that PUZZLE you—that you disagree with and don't understand

Concept

***Understanding others' views*** involves comprehending what the other person means even if you don't agree with it.

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## Instructions

1. State the goal for the activity.
2. Check for students' comprehension of the concept of ***understanding others' views***. Ask for an example or two of when students have understood someone though they didn't agree. (Examples might include their family's curfew rule or not being allowed off-campus during the school day.)

> ***Understanding others' views*** involves comprehending what the other person means even if we don't agree with it.

3. Have students open to Activity E on page 9 in the Student Guide.

> For any students who didn't do the interview, have them write down rules that they think apply to them on the interview sheet, then classify them.


*Sample Lesson Only – Not Intended for Duplication*

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4. Ask students to look back at their Family Interview Worksheets on page 8 and indicate their reaction to each of the rules and expectations that their caregiver has for them by marking:

   **A** next to those that they AGREE with and understand

   **D** next to those they DISAGREE with but understand

   **P** next to those that PUZZLE them—that is, disagree with and don't understand

> Students who did not do the interview should listen to the others and contribute to the upcoming discussion.

5. Have students call out a rule or expectation they heard from their parents. Write them on the board.

C 6. After collecting a few representative rules, ask students if they:

- have a similar rule in their family
- agree with and understand it
- disagree with but understand it
- disagree with and don't understand it

7. Summarize with open-ended questions such as:

A

**Observe**

"What happened during your interview? How did it go?"

"What kinds of patterns are there to the expectations and rules we understand and those we don't?"

**Analyze**

"What kinds of patterns are there to the rules we agree with? To those we're puzzled by?"

**Predict**

"How can understanding those things we might not agree with help us and our relationships with others?"

**Suggest**

"How can we use communication skills to turn misunderstandings into understandings?"

***Points to Make***

✓ Understanding doesn't necessarily mean we agree with others' points of view. Similarly, misunderstanding doesn't mean that we disagree.

✓ Understanding can increase the opportunities for agreement and respectful acceptance for disagreement.

# Figure It Out

## Activity F: Communicating for Understanding Skills

10 minutes

**Goal** After completing this activity students will better understand:

#5. The difference between understandings and agreements and why it is important to know the difference.

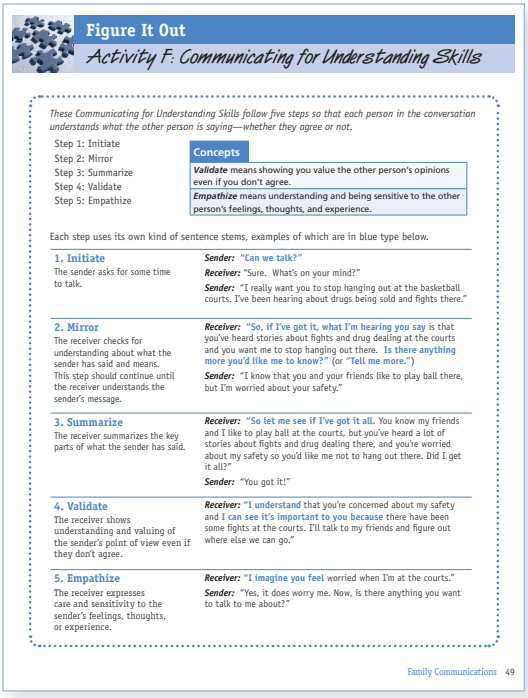


Figure It Out

*Activity F: Communicating for Understanding Skills*

*These Communicating for Understanding Skills follow five steps so that each person in the conversation understands what the other person is saying—whether they agree or not.*

Step 1: Initiate
Step 2: Mirror
Step 3: Summarize
Step 4: Validate
Step 5: Empathize

**Concepts**

***Validate*** means showing you value the other person's opinions even if you don't agree.

***Empathize*** means understanding and being sensitive to the other person's feelings, thoughts, and experience.

Each step uses its own kind of sentence stems, examples of which are in blue type below.

**1. Initiate**
The sender asks for some time to talk.

***Sender:*** "Can we talk?"
***Receiver:*** "Sure. What's on your mind?"
***Sender:*** "I really want you to stop hanging out at the basketball courts. I've been hearing about drugs being sold and fights there."

**2. Mirror**
The receiver checks for understanding about what the sender has said and means. This step should continue until the receiver understands the sender's message.

***Receiver:*** "So, if I've got it, what I'm hearing you say is that you've heard stories about fights and drug dealing at the courts and you want me to stop hanging out there. Is there anything more you'd like me to know?" (or "Tell me more.")
***Sender:*** "I know that you and your friends like to play ball there, but I'm worried about your safety."

**3. Summarize**
The receiver summarizes the key parts of what the sender has said.

***Receiver:*** "So let me see if I've got it all. You know my friends and I like to play ball at the courts, but you've heard a lot of stories about fights and drug dealing there, and you're worried about my safety so you'd like me not to hang out there. Did I get it all?"
***Sender:*** "You got it!"

**4. Validate**
The receiver shows understanding and valuing of the sender's point of view even if they don't agree.

***Receiver:*** "I understand that you're concerned about my safety and I can see it's important to you because there have been some fights at the courts. I'll talk to my friends and figure out where else we can go."

**5. Empathize**
The receiver expresses care and sensitivity to the sender's feelings, thoughts, or experience.

***Receiver:*** "I imagine you feel worried when I'm at the courts."
***Sender:*** "Yes, it does worry me. Now, is there anything you want to talk to me about?"

Family Communications 49

## Instructions

1. State the goal for the activity.

F 2. Facilitate a discussion about the roles of understanding and agreement.

### Sample Facilitation Questions

1. What does it mean to understand what another person is saying?
2. Does understanding mean we necessarily agree?
3. If we don't understand each other, what can we do to make it happen?
4. How do understanding and agreement differ?

3. Have students turn to **Activity F on page 10.**

C 4. Review the skills and provide the following definitions as needed.

> ***Validate*** means showing that you value the other person's opinion, even if you don't agree.
>
> ***Empathize*** means understanding and being sensitive to the other person's feelings, thoughts, and experience.

BR 5. Ask for a volunteer to model the steps on page 10 with you (see **page 6.11** for the script).

> If students are confused by "validate," explain that they may be able to see why something makes sense to the other person even if it never makes sense to them; the key point is understanding and respecting that person's view despite disagreeing with it.



*Sample Lesson Only – Not Intended for Duplication*



# Do It Now

## Activity G: Agree to Disagree

20 minutes

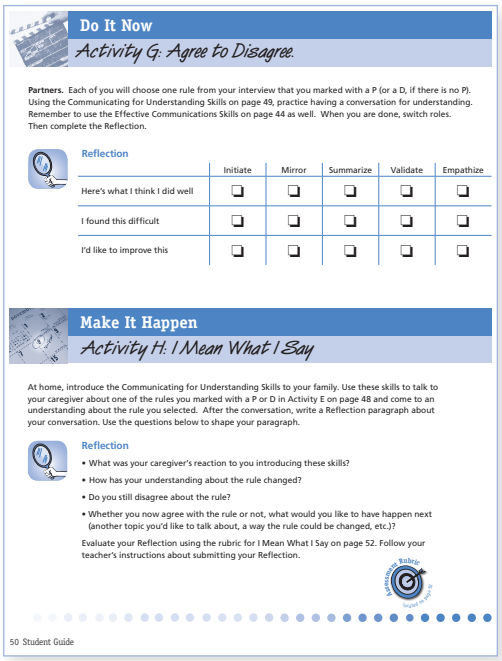
**Goals** After completing this activity students will better understand:

#4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior.

#5. The difference between understandings and agreements and why it is important to know the difference.

## Instructions

1. State the goals of the activity.
2. Ask students to think about the skills they just reviewed and which ones they think will work well for them in resolving one of the rules or expectations they don't understand or agree with.
3. Have students turn to Activity G on page 11 in the Student Guide.
4. **Partners**. Have students work in pairs. Each person should choose a rule or expectation from their interview that they don't understand.
5. Pairs should practice coming to an understanding of the rule using the Communicating for Understanding Skills. Remind students to complete the Reflection on page 11.
6. Summarize using open-ended questions such as:



Do It Now

*Activity G: Agree to Disagree.*

**Partners.** Each of you will choose one rule from your interview that you marked with a P (or a D, if there is no P). Using the Communicating for Understanding Skills on page 49, practice having a conversation for understanding. Remember to use the Effective Communications Skills on page 44 as well. When you are done, switch roles. Then complete the Reflection.

Reflection

| | Initiate | Mirror | Summarize | Validate | Empathize |
|---|---|---|---|---|---|
| Here's what I think I did well | ❑ | ❑ | ❑ | ❑ | ❑ |
| I found this difficult | ❑ | ❑ | ❑ | ❑ | ❑ |
| I'd like to improve this | ❑ | ❑ | ❑ | ❑ | ❑ |

Make It Happen

*Activity H: I Mean What I Say*

At home, introduce the Communicating for Understanding Skills to your family. Use these skills to talk to your caregiver about one of the rules you marked with a P or D in Activity E on page 48 and come to an understanding about the rule you selected. After the conversation, write a Reflection paragraph about your conversation. Use the questions below to shape your paragraph.

Reflection

- What was your caregiver's reaction to you introducing these skills?
- How has your understanding about the rule changed?
- Do you still disagree about the rule?
- Whether you now agree with the rule or not, what would you like to have happen next (another topic you'd like to talk about, a way the rule could be changed, etc.)?

Evaluate your Reflection using the rubric for I Mean What I Say on page 52. Follow your teacher's instructions about submitting your Reflection.

50 Student Guide

### Observe

"What happened during your practice?"

"What did you think and feel while using the communication skills?"

### Analyze

"Why did those things happen?"

### Predict

"What happens when we practice these skills with our families and each other?"

### Suggest

"What other skills have we learned that might help us communicate effectively about misunderstandings with our family?"

"What are some other tips that you think would help create effective communication with our families when we have misunderstandings about expectations for safe behavior and substance use?"

"How might using these skills be different if you were doing it with a parent or caregiver? Which do you think would work best? Why?"

### *Points to Make*

- ✓ The more we practice these communication skills, the more we can decrease our misunderstandings and increase our understanding.
- ✓ Effective communication skills create trust and respect between people.
- ✓ Effective communication skills help reach agreements about rules and expectations that honor the needs of both young adults and their families.
- ✓ Some rules are non-negotiable because they are about safety.
- ✓ It is important is to understand even if you don't agree, and to know when something can be negotiated and when you have to follow the rules.
- ✓ We may experience strong emotions when we approach difficult communications with our family. There are techniques we can use to help us be good listeners and speakers.



# Make It Happen

## Activity H: I Mean What I Say (Out-of-Class-Activity) — 5 minutes

**Goal** After completing this activity students will better understand:

#5. The difference between understandings and agreements and why it is important to know the difference.

## Instructions

1. State the goal for the activity.

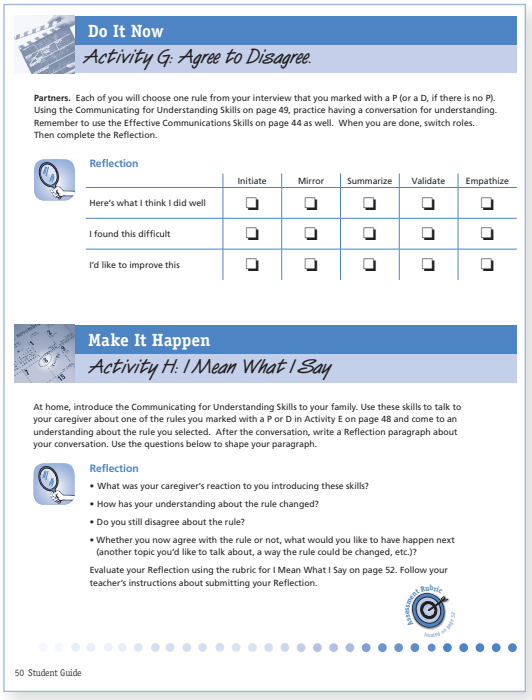
F 2. Have students open to Activity H on page 11 in the Student Guide. Direct students to pick one family rule (it can be the same one they worked on in class) and have a Communicating for Understanding conversation with their caregiver.

C 3. Suggest they explain that this is a follow-up to their interview and that they go over the Communicating for Understanding Skills (Student Guide, page 10).

BH 4. Following the conversation, the student should answer the Reflection questions on page 11 and write one or two paragraphs summarizing what skills worked well and which still need work. Students should include samples from the conversation.

5. If you will be grading this activity, review the rubric for I Mean What I Say (page 13) with your students. Be sure to assign a due date.

6. Tell students that in the next unit they will be exploring skills that will help them create and maintain healthy personal relationships.



**Do It Now**

*Activity G: Agree to Disagree.*

**Partners.** Each of you will choose one rule from your interview that you marked with a P (or a D, if there is no P). Using the Communicating for Understanding Skills on page 49, practice having a conversation for understanding. Remember to use the Effective Communications Skills on page 44 as well. When you are done, switch roles. Then complete the Reflection.

Reflection

| | Initiate | Mirror | Summarize | Validate | Empathize |
|---|---|---|---|---|---|
| Here's what I think I did well | ❑ | ❑ | ❑ | ❑ | ❑ |
| I found this difficult | ❑ | ❑ | ❑ | ❑ | ❑ |
| I'd like to improve this | ❑ | ❑ | ❑ | ❑ | ❑ |

**Make It Happen**

*Activity H: I Mean What I Say*

At home, introduce the Communicating for Understanding Skills to your family. Use these skills to talk to your caregiver about one of the rules you marked with a P or D in Activity E on page 48 and come to an understanding about the rule you selected. After the conversation, write a Reflection paragraph about your conversation. Use the questions below to shape your paragraph.

Reflection

- What was your caregiver's reaction to you introducing these skills?
- How has your understanding about the rule changed?
- Do you still disagree about the rule?
- Whether you now agree with the rule or not, what would you like to have happen next (another topic you'd like to talk about, a way the rule could be changed, etc.)?

Evaluate your Reflection using the rubric for I Mean What I Say on page 52. Follow your teacher's instructions about submitting your Reflection.

50 Student Guide

## Script for Activity F: Communicating for Understanding Skills

| | |
|---|---|
| **1. Initiate** | ***Teacher:*** **"Can we talk?"**<br>***Student:*** "Sure. What's on your mind?"<br>***Teacher:*** "I really want you to stop hanging out at the basketball courts. I've been hearing about drugs being sold and fights there." |
| **2. Mirror** | ***Student:*** **"So, if I've got it, what I'm hearing you say** is that you've heard stories about fights and drug dealing at the courts and you want me to stop hanging out there. **Is there anything more you'd like me to know?"** (or **"Tell me more."**)<br>***Teacher:*** "I know that you and your friends like to play ball there, but I'm worried about your safety." |
| **3. Summarize** | ***Student:*** **"So let me see if I've got it all.** You know my friends and I like to play ball at the courts, but you've heard a lot of stories about fights and drug dealing there, and you're worried about my safety so you'd like me not to hang out there. Did I get it all?"<br>***Teacher:*** "You got it!" |
| **4. Validate** | ***Student:*** **"I understand** that you're concerned about my safety and **I can see it's important to you because** there have been some fights at the courts. I'll talk to my friends and figure out where else we can go." |
| **5. Empathize** | ***Student:*** **"I imagine you feel** worried when I'm at the courts."<br>***Teacher:*** "Yes, it does worry me. Is there anything you want to talk to me about?" |

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Botvin LifeSkills®Training

# High School Scope and Sequence

| Unit | Unit Goals | Key Skills | Class Periods |
|---|---|---|---|
| 1: The Value of Good Health | To introduce the LST HS program and how it is relevant to students' health. | Cooperative learning; using assessment rubrics; self-analysis. | 1 |
| 2: Decision-Making for Health | To teach how to make decisions that benefit personal health practices. | Self-reflection and assessment; analysis of health risks; decision analysis. | 1 |
| 3: Risk-Taking and Substance Abuse | To counter myths and misconceptions about drugs, their rate of usage, and effects; to increase awareness of effects of drug use on physical, mental, and emotional health. | Researching, analyzing, and applying data. | 1 |
| 4: The Media and Health | To increase awareness of how the media influences our health behavior; to increase resistance to media manipulation and influence. | Content analysis of media techniques; comparing media messages to previous knowledge; oral presentations and projects. | 2 |
| 5: Managing Stress, Anger, and Other Emotions | To teach recognition of stress and anger triggers and how they relate to behavior; how substance use is related to stress; techniques for managing stress and anger. | Self-reflection and assessment of stress and anger triggers and responses; resulting risky behaviors; analysis and practice of five techniques for managing stress and anger. | 1 |
| 6: Family Communications | To increase awareness of changing roles in the family; to teach how to communicate effectively with family members. | Identifying developmental changes in oneself; interviewing family member; communication skills. | 2 |
| 7: Healthy Relationships | To increase awareness of what students are attracted to in others and what attracts others to them; skills for effective social interaction; resolving conflicts in close personal relationships. | Reflecting on actions taken in personal relationships; verbal and non-verbal assertiveness; making social contacts; practicing conflict resolution. | 2 |

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# The Botvin *LifeSkills Training* High School Program Companion Website

## Taking prevention beyond the classroom!

**For students:**

- Activities that reinforce classroom lessons
- Links to health-related information




**For teachers:**

- Instructions for web-based student activities
- Resource section with information to support lessons




**www.lifeskillstraining.com/hsweb**

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Botvin LifeSkills®Training

# LifeSkills Provider Training Workshops

## Training Overview

LifeSkills Provider Training Workshops prepare teachers, school counselors, prevention specialists, community youth educators, and other program providers to effectively implement the state-of-the-art prevention education activities and teaching strategies found in the Botvin *LifeSkills Training* program with confidence and fidelity.

Each LifeSkills Provider Training Workshop plays an important role in enhancing the confidence and skill capacity of participants, resulting in optimal implementation of the Botvin *LifeSkills Training* program.

## Training Locations

### On-Site Training Workshops

Training workshops can be scheduled for organizations requiring training for a minimum of 20 people.

### Open Training Workshops

NHPA sponsors open Provider Training Workshops to the public throughout the year. For more information on open training workshops, please contact the Botvin *LifeSkills Training* National Training Department at 1-800-293-4969, or visit our website at www.lifeskillstraining.com.

## Training Types

### Core Training Workshops

Core Training Workshops are two-day workshops designed for individuals preparing to implement the Botvin *LifeSkills Training* program. This training provides participants with the opportunity to practice teaching strategies using lessons from the curriculum.

### Foundation Training Workshops

Foundation Training Workshops are one-day workshops designed for individuals preparing to implement the Botvin *LifeSkills Training* program.

### Booster Training Workshops

Booster Training Workshops are one-day workshops designed to introduce participants to the booster curriculum levels of the Botvin *LifeSkills Training* Middle School program. These workshops are designed for individuals who have completed a middle school core or foundation workshop.

### Training of Trainers Workshops

Training of Trainers (TOT) Workshops are three-day advanced training workshops designed to prepare participants to deliver technical assistance and conduct LifeSkills Provider Training Workshops for their organization.

### Parent Program Workshops

Parent Program Workshops are one-day workshops designed for individuals preparing to implement the Botvin *LifeSkills Training* Parent Program. This workshop teaches facilitators key components, strategies, and principals learned through the *LifeSkills Training* Parent Program. Facilitators will leave this workshop prepared to assist parents in successfully applying the program in their homes.

## Technical Assistance

On-site technical assistance is a customized support service designed to help program providers identify pre- and post-adoption strengths and challenges and develop action plans and strategies for building institutional and instructional support specific to their site.

For more information on scheduling a Provider Training Workshop, please call the National Health Promotion Associates Training Department at 1-800-293-4969.




Visit *lifeskillstraining.com* for **training schedule** & **workshops**

*"The guided pace throughout the training workshop made the tasks manageable and meaningful. I now have a better understanding of the curriculum and the confidence level I need to return to the classroom to teach LST to students."*

*– Middle School Teacher*

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# Visit the Botvin *LifeSkills Training* Website

## Research. Browse. Download. Shop.
## All of your prevention needs are one click away.




New Products • Latest Research • Access to Online Sample Lessons
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Botvin LifeSkills Training

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Visit us on the web: www.lifeskillstraining.com

N H P A **National Health Promotion Associates, Inc.**

711 Westchester Avenue, White Plains, New York 10604
Tel: 914.421.2525 ▪ Fax: 914.683.6998

# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 1: The Value of Good Health

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Take Care** | | |
| • The various aspects of health. | ☐ | ☐ |
| • The meaning of prevention and how it relates to one's actions. | ☐ | ☐ |
| • The topics covered in the ***LifeSkills Training*** **High School** program. | ☐ | ☐ |
| • *Health covers a wide variety of topics.* | ☐ | ☐ |
| • *Healthy behaviors can help us meet our daily challenges.* | ☐ | ☐ |
| • *The* ***LifeSkills Training High*** **School** *program is designed to develop skills that help us adopt and maintain healthy thoughts, feelings, and behaviors.* | ☐ | ☐ |
| **B. What Good Is Good Health?** | | |
| • The value of good health. | ☐ | ☐ |
| • The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. | ☐ | ☐ |
| • How people take care of themselves – or fail to. | ☐ | ☐ |
| • *Good health is one of the most precious assets we can protect.* | ☐ | ☐ |
| • *A person in good health will be stronger and more energetic than someone in poor health.* | ☐ | ☐ |
| • *Good health helps us to grow and develop and to enjoy life.* | ☐ | ☐ |
| • *Healthy people tend to feel good about themselves.* | ☐ | ☐ |
| • *Good health doesn't just happen to us. We have to be actively involved in creating it.* | ☐ | ☐ |
| • *Being healthy involves avoiding behaviors that risk our health.* | ☐ | ☐ |

**C. Set a Health Goal**

- The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. ☐ ☐
- How people take care of themselves – or fail to. ☐ ☐
- The steps involved in setting and achieving a goal. ☐ ☐
- *Breaking a goal down into measurable, manageable steps makes it easier to accomplish.* ☐ ☐
- *Adopting healthy behaviors is easier than changing unhealthy behaviors.* ☐ ☐
- *Rubric* ☐ ☐

**D. Healthy, Healthier, Healthiest (Out-of-Class Activity)**

- The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. ☐ ☐
- How people take care of themselves – or fail to. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Healthy behavior*** *enhances, benefits, and protects our minds and bodies.* | ☐ | ☐ |
| • ***Prevention*** *keeps something from happening. With our* ***health****, it means choosing behaviors that promote and enhance our well-being and avoiding behaviors that harm us.* | ☐ | ☐ |
| • ***Evaluating risks*** *involves measuring the exposure to possible loss or harm.* | ☐ | ☐ |
| • ***Protecting our health*** *means shielding it from situations that can harm it.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Take Care (Activity A) | ☐ | ☐ |
| What Good is Good Health? (Activity B) | ☐ | ☐ |
| Set a Health Goal (Activity C) | ☐ | ☐ |
| Healthy, Healthier, Healthiest (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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711 Westchester Avenue, White Plains, New York 10604
Tel: 914.421.2525 ▪ Fax: 914.683.6998

# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 2: Decision-Making for Health

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Decisions, Decisions** | ☐ | ☐ |
| • The kinds of decisions we make for ourselves. | ☐ | ☐ |
| • How our decisions reflect who we are – our personality, character, and values. | ☐ | ☐ |
| • *A decision is a choice that involves making a determination, a conclusion, or a judgment.* | ☐ | ☐ |
| • *Rules are decisions that our families, schools, and societies make for us.* | ☐ | ☐ |
| • *The decisions we make for ourselves reflect who we are – our personalities, values, and character.* | ☐ | ☐ |
| • *Sometimes it's difficult to know what to decide. That's the time to ask for help or advice from others.* | ☐ | ☐ |
| • *Life is full of decisions. It's important to develop decision-making skills so your decisions are right for you.* | ☐ | ☐ |
| **B. PROPS: A Decision-Making Method** | ☐ | ☐ |
| • How our decisions reflect who we are – our personality, character, and values. | ☐ | ☐ |
| • How our decisions affect our health. | ☐ | ☐ |
| • How decision-making skills can help us change or improve a health behavior. | ☐ | ☐ |
| **C. Prop Yourself Up** | ☐ | ☐ |
| • How our decisions reflect who we are – our personality, character, and values. | ☐ | ☐ |
| • How our decisions affect our health. | ☐ | ☐ |

- How decision-making skills can help us change or improve a health behavior. ☐ ☐
- *There are often multiple options to consider. It is important to determine what is a safe, healthy decision for us, based on our priorities and values.* ☐ ☐
- *Sometimes our decisions will go against what our friends are doing. It's up to us to decide what is right for us.* ☐ ☐
- *In the end, we have to live with the consequences of our decisions.* ☐ ☐
- *When we face a difficult decision, it's important to take the time to work it through using PROPS.* ☐ ☐
- *We need to be sure to know what the benefits and risks of our decisions are before acting on them.* ☐ ☐

**D. Healthy Choices (Out-of-Class Activity)** ☐ ☐

- How decision-making skills can help us change or improve a health behavior. ☐ ☐
- *Rubric* ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Feeling ambivalence*** *means being able to see the benefits of different choices.* | ☐ | ☐ |
| • ***Facing a dilemma*** *means a situation with more than one possible outcome.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Decisions, Decisions (Activity A) | ☐ | ☐ |
| PROPS: A Decision-Making Method (Activity B) | ☐ | ☐ |
| Prop Yourself Up (Activity C) | ☐ | ☐ |
| Healthy Choices (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 3: Risk-Taking and Substance Abuse

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Valuing What's Important** | | |
| • How our values are influenced by our perception of risk. | ☐ | ☐ |
| • How a possible risk becomes a probable risk. | ☐ | ☐ |
| • *People tend to decide whether to take a risk based on what they think they have to lose, what they think they have to gain, and how much value they place on the potential gains and losses.* | ☐ | ☐ |
| • *Knowing what we value is an important first step in deciding what whether a risk is worth taking.* | ☐ | ☐ |
| • *We tend to act in ways that are consistent with our values.* | ☐ | ☐ |
| **B. What Kind of Risk-Taker Are You?** | | |
| • How our values are influenced by our perception of risk. | ☐ | ☐ |
| • How a possible risk becomes a probable risk. | ☐ | ☐ |
| • *There are many factors that influence how risky we think something is.* | ☐ | ☐ |
| • *We all have different comfort levels with taking risks.* | ☐ | ☐ |
| • *Some risks will result in benefits and some will result in harms.* | ☐ | ☐ |
| • *When it comes to risk-taking, it is important to anticipate the probability of both benefits and harms.* | ☐ | ☐ |

**C. Risky, Riskier, Riskiest**

- How a possible risk becomes a probable risk. ☐ ☐
- The role substance use plays in risk-taking and its consequences. ☐ ☐
- *Taking risks can be fun, making us feel excited and energized.* ☐ ☐
- *We have to take some risks if we want to grow and learn new things about ourselves.* ☐ ☐
- *Healthy risk-taking provides us with opportunities to experience those feelings of excitement while enhancing, rather than harming what we value.* ☐ ☐
- *Not all risks are equal.* ☐ ☐
- *Sometimes, the energy of being in a group can influence us to take risks or perceive them differently than we would if we were by ourselves.* ☐ ☐
- *Substance use can increase the level of risk and the probability of harm for activities that might otherwise be rather low risk.* ☐ ☐
- *All types of substance use have the potential for being high risk with unhealthy results; some types of substance use are always high risk.* ☐ ☐
- *A decision-making method such as PROPS (from Unit 2) can help us think through whether taking a risk will enhance or harm our health.* ☐ ☐

**D. Playing it Safe**

- How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk. ☐ ☐
- *Rubric* ☐ ☐

**2.** For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • *To **value** is to have respect, esteem, or appreciation for an object, relationship, or idea.* | ☐ | ☐ |
| • ***Probability** is the measure of likelihood.* | ☐ | ☐ |
| • ***Evaluating risk** involves measuring the exposure to possible loss or harm.* | ☐ | ☐ |
| • ***Protecting our health** is shielding it from situations that can harm it.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Valuing What’s Important (Activity A) | ☐ | ☐ |
| What Kind of Risk-Taker Are You? (Activity B) | ☐ | ☐ |

Risky, Riskier, Riskiest (Activity C) ☐ ☐

Playing It Safe (Activity D) ☐ ☐

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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N H P A **National Health Promotion Associates, Inc.**

711 Westchester Avenue, White Plains, New York 10604
Tel: 914.421.2525 ▪ Fax: 914.683.6998

# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 4: The Media and Health

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Popular Media** | | |
| • The different forms of media. | ☐ | ☐ |
| • Why people use media and why they prefer certain types. | ☐ | ☐ |
| • How the media influence our beliefs about ourselves, our culture, and various health behaviors. | ☐ | ☐ |
| • *Even though the media influences us, we choose which ones we engage with.* | ☐ | ☐ |
| • *We have many choices about what type of media and which media messages to consume.* | ☐ | ☐ |
| • *Teenagers are the largest consumers of media and more likely than any other group to use multiple forms of media.* | ☐ | ☐ |
| • *The media send us messages about our self-image and culture and what is popular and socially acceptable. When we use media, we are consuming those messages.* | ☐ | ☐ |
| • *Some messages promote positive and healthy beliefs and behaviors, but some are negative and unhealthy.* | ☐ | ☐ |
| • *Media messages are highly influential in the formation of our ideas about ourselves and others.* | ☐ | ☐ |

**B. Images: Self and Culture**

- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *Media can be excellent educational resources, with positive messages that inform and entertain us.* ☐ ☐
- *Teenagers represent a huge market for the media. Teens spend vast amounts of money and time on the media, which makes them prime targets of the media.* ☐ ☐
- *Ordinarily we don't think too much about the implied messages in the music we listen to, the movies we go see, and the shows we watch.* ☐ ☐
- *Whether we are thinking about them, though, the messages get through.* ☐ ☐
- *When we think about our media choices, we are likely to see connections between ourselves, our self-image, and a medium's effect on us.* ☐ ☐
- *Knowing how the media work can help us be more critical consumers of media messages, especially when those messages affect our thoughts and beliefs about identity and mental, emotional, and physical health.* ☐ ☐

**C. Media Log (Out-of-Class Activity)**

- Why people use media, and why they prefer certain types. ☐ ☐
- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *Rubric* ☐ ☐

**D. Talking Back to the Media**

- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *In addition to beliefs about self and culture, we consume the media's powerful messages about health practices.* ☐ ☐
- *Some of these messages are positive and show behaviors that are good for us to imitate.* ☐ ☐
- *Many of these messages do not accurately show what is really healthy or socially acceptable for us as individuals or as members of a culture.* ☐ ☐
- *We can respond to media messages to correct inaccuracies, counter their illustration of health risks, or promote health-protective beliefs and behaviors.* ☐ ☐

**E. Tuning In** ☐ ☐

- The strategies we can use to analyze media messages that we consume. ☐ ☐
- What we can do to make sure that we use media in ways that protect our health. ☐ ☐
- *When we are more aware that the media we consume are projecting messages, we find ourselves paying more attention to the messages in the media.* ☐ ☐
- *Media messages do not always accurately reflect what we believe or do or how problems are solved in the real world.* ☐ ☐
- *Since we tend to act in ways that reflect what we believe about ourselves and what is popular and socially acceptable in our culture, the unthinking consumption of inaccurate media messages may lead us to adopt beliefs and behaviors that can jeopardize our health.* ☐ ☐
- *We can increase and protect our self-image, cultural, physical, mental, and emotional health by being informed consumers of media products.* ☐ ☐

**F. Leave a Message (Out-of-Class Activity)**

- The strategies we can use to analyze media messages that we consume. ☐ ☐
- What we can do to make sure that we use media in ways that protect our health. ☐ ☐

**2.** For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- ***Media influence*** *affects what we believe about ourselves and our cultures, and that what we believe is usually expressed in the choices that we make.* ☐ ☐
- ***Culture*** *is the shared ideas, activities, language, and social expressions (food, music, clothing, etc.) of the members of one group that distinguishes it from another. It is part of our self-image.* ☐ ☐
- ***Targeting*** *is the shaping of messages so that they attract a specific group of people who share individual or cultural interests, beliefs, and practices.* ☐ ☐

**3.** For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Popular Media (Activity A) | ☐ | ☐ |
| Image: Self and Culture (Activity B) | ☐ | ☐ |
| Media Log (Activity C) | ☐ | ☐ |
| Talking Back to the Media (Activity D) | ☐ | ☐ |
| Tuning In (Activity E) | ☐ | ☐ |
| Leave a Message (Activity F) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 5: Managing Stress, Anger, and Other Emotions

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Start at the Source** | | |
| • How emotions such as stress and anger affect other emotions. | ☐ | ☐ |
| • Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging. | ☐ | ☐ |
| • How emotions can influence out decisions about how to respond to triggers. | ☐ | ☐ |
| • *There is a wide range of complexity of human emotions.* | ☐ | ☐ |
| • *Stress and anger are two powerful emotions that many find difficult to manage.* | ☐ | ☐ |
| • *There are many different possible emotional responses to triggers. Some triggers may be more challenging for one person than for another.* | ☐ | ☐ |
| • *We are unique in what we feel, how we feel it, and how we respond.* | ☐ | ☐ |
| • *Learning to manage powerful emotions can help us think more clearly so we can make decisions that enhance our lives.* | ☐ | ☐ |
| • *When our emotional responses and reactions are larger than the trigger, we need to examine whether there is more than one emotion taking place. If stress and anger are involved, our responses and reactions will be intensified.* | ☐ | ☐ |
| • *The consequences of not learning how to manage our emotions may include making decisions that hurt us or others, damaging relationships, developing physical illnesses, and feeling unhappy about our life.* | ☐ | ☐ |

- *Alcohol and other drugs increase the odds that we won't think clearly. They either exaggerate or diminish our ability to respond in a healthy way to a trigger and keep us from taking an appropriate action.* ☐ ☐
- *Healthy emotional responses to triggers match the appropriate level of emotion to the situation, balance feeling with thinking and result in decisions that help us work more effectively toward what is important for us.* ☐ ☐

**B. Make the Connection**

- How tobacco, alcohol, and other drugs influence our emotional responses to triggers. ☐ ☐
- *When we're experiencing strong emotions, especially when we add stress and anger to them, we can be tempted to control those emotions by using alcohol, tobacco, or other substances.* ☐ ☐
- *These substances may make us feel like we're in control of our emotions, but they generally make things worse and keep us from being able to deal with the problem.* ☐ ☐
- *Substances tend to blunt our emotions and delay our reactions.* ☐ ☐
- *It is often helpful to calm our bodies, thoughts, and feelings before acting or responding to something when we are feeling strong emotions.* ☐ ☐

**C. Finding Balance** ☐ ☐

- Healthy techniques that help us manage powerful emotions so we can stay true to our values. ☐ ☐
- The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. ☐ ☐

**D. Take a Break (Out-of-Class Activity)**

- Healthy techniques that help us manage powerful emotions so we can stay true to our values. ☐ ☐
- The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. ☐ ☐
- *Rubric* ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | **Yes** | **No** |
|---|---|---|
| • ***Stress*** *and* ***anger*** *are two normal emotions that, when layered on another emotion, can sometimes lead us to respond to a situation in an unbalanced,* ***emotionally extreme*** *way.* | ☐ | ☐ |
| • *A* ***trigger*** *is a situation, person, place, or thing that causes an* ***emotional response****.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | **Yes** | **No** |
|---|---|---|
| Start at the Source (Activity A) | ☐ | ☐ |
| Make the Connection (Activity B) | ☐ | ☐ |
| Finding Balance (Activity C) | ☐ | ☐ |
| Take a Break (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training High School* Program
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## Unit 6: Family Communications

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. The More Things Change…** | | |
| • What young adults' needs are for independence and how family caregiving styles adapt to those needs. | ☐ | ☐ |
| • *We have different needs and abilities at different times in our lives. These affect our roles within our families.* | ☐ | ☐ |
| • *Adolescents need independence, peer relationships, the opportunities to take healthy risks and make their own decisions, and the space to develop their identities.* | ☐ | ☐ |
| • *Adolescents often need caregivers to trust them as they explore new experiences.* | ☐ | ☐ |
| • *Teens need to remember that caregivers have to adapt to these new need. Families need to learn to work together to adjust their evolving roles.* | ☐ | ☐ |
| • *Adults have to learn how to balance teen needs with parental concerns to enable the teens to make good decisions, engage in safe activities, and maintain healthy communication with the family.* | ☐ | ☐ |
| **B. Effective Communication Skills** | | |
| • How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop. | ☐ | ☐ |

**C. Can You Hear Me Now**

- Why and how misunderstandings about needs and expectations for safe and drug-free behavior typically develop. ☐ ☐
- The expectations regarding substance use that young adults and their families should have for one another. ☐ ☐
- *Using Effective Communication Skills can help prevent misunderstandings with others.* ☐ ☐
- *Verbal and non-verbal techniques include active and passive listening, using open-ended questions, and looking at the person.* ☐ ☐
- *Practicing the Effective Communication Skills can help you become more comfortable with them.* ☐ ☐

**D. Family Interview (Out-of-Class Activity)**

- The expectations regarding substance use young adults and their families should have for one another. ☐ ☐
- *Rubric* ☐ ☐

**E. I was Surprised That…**

- Which communication skills help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. ☐ ☐
- *Understanding doesn't necessarily mean we agree with others' points of view. Similarly, misunderstanding doesn't mean we disagree.* ☐ ☐
- *Understanding can increase the opportunities for agreement and respectful acceptance for disagreement.* ☐ ☐

**F. Communicating for Understanding Skills**

- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐

**G. Agree to Disagree**

- Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. ☐ ☐
- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐
- *The more we practice these communication skills, the more we can decrease our misunderstandings and increase our understanding.* ☐ ☐
- *Effective communication skills create trust and respect between people.* ☐ ☐
- *Effective communication skills help reach agreements about rules and expectations that honor the needs of both young adults and their families.* ☐ ☐
- *Some rules are non-negotiable because they are about safety.* ☐ ☐
- *It is important to understand even if you don't agree, and to know when something can be negotiated and when you have to follow the rules.* ☐ ☐
- *We may experience strong emotions when we approach difficult communications with our family. There are techniques we can use to help us be good listeners and speakers.* ☐ ☐

**H. I Mean What I Say (Out-of-Class Activity)**

- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | **Yes** | **No** |
|---|---|---|
| • ***Understanding others' views*** *involves comprehending what the other person means even if we don't agree with it.* | ☐ | ☐ |
| • ***Effective communication*** *is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it.* | ☐ | ☐ |
| • ***Validate*** *means showing that you value the other person's opinion, even if you don't agree.* | ☐ | ☐ |
| • ***Empathize*** *means understanding and being sensitive to the other person's feelings, thoughts, and experience.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| The More Things Change… (Activity A) | ☐ | ☐ |
| Effective Communication Skills (Activity B) | ☐ | ☐ |
| Can You Hear Me Now? (Activity C) | ☐ | ☐ |
| Family Interview (Activity D) | ☐ | ☐ |
| I Was Surprised That… (Activity E) | ☐ | ☐ |
| Communicating for Understanding Skills (Activity F) | ☐ | ☐ |
| Agree to Disagree (Activity G) | ☐ | ☐ |
| I Mean What I Say (Activity H) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training High School* Program
# Fidelity Checklist

School:_____ Teacher:_____

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Observer: _____

## Unit 7: Healthy Relationships

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. The Main Attraction** | | |
| • The kinds of traits that draw people to each other and help build healthy relationships. | ☐ | ☐ |
| • *There are many qualities that draw people to each other.* | ☐ | ☐ |
| • *Human beings are complex. Taking the time to discover someone's deeper qualities may take more effort but can result in a healthy relationship.* | ☐ | ☐ |
| • *Sometimes the qualities that we like initially in someone aren't enough to build a friendship or relationship on.* | ☐ | ☐ |
| • *It is healthy to know when someone isn't right for you.* | ☐ | ☐ |
| • *Good conversational skills and doing things together can help you get to know someone better.* | ☐ | ☐ |
| **B. Putting a Relationship Together** | | |
| • The ingredients that make up a healthy relationship. | ☐ | ☐ |
| • *Throughout life we will be in many different relationships with many different kinds of people.* | ☐ | ☐ |
| • *Healthy relationships possess qualities of respect, safety, accountability, trust, and honesty.* | ☐ | ☐ |
| • *Relationships can be healthy or unhealthy. It is up to us to decide what we value and to set boundaries we are comfortable with.* | ☐ | ☐ |
| • *The key to developing a healthy close relationship with another person is to spend time getting to know one another through conversation and sharing interests and activities.* | ☐ | ☐ |
| • *The benefits of healthy relationships include companionship, feeling supported and respected, and feeling safe.* | ☐ | ☐ |

**C. The Art of Assertiveness**

- The role persuasion plays in personal and relationship health. ☐ ☐
- How assertiveness can help us build healthy relationships. ☐ ☐

**D. Practicing Assertiveness**

- The role persuasion plays in personal and relationship health. ☐ ☐
- How assertiveness can help us build healthy relationships. ☐ ☐
- *Being assertive requires many other skills, such as effective verbal and non-verbal communication and stress and anger management.* ☐ ☐
- *The more techniques we know, the more likely we are to be successful in resisting negative persuasion.* ☐ ☐
- *We don't always get what we want when we are assertive, but we may gain improved communication, self-respect, respect from others, personal growth, and sometimes the awareness that the relationship isn't right for us.* ☐ ☐
- *The most effective assertiveness skill is the one that works for you. It is important to know and use as many techniques as you can, because what works in one situation might not work in another.* ☐ ☐
- *It isn't easy to be assertive. Start by practicing with little things ("No, really, I don't want more pie.") and working up to the big things ("I feel angry when you break a date because your friend asks you to do something at the last minute.").* ☐ ☐
- *Relationships can lead us to take part in healthy as well as unhealthy behaviors. An important first step is to consider whether what someone is trying to persuade us to do will benefit or harm our best interests.* ☐ ☐
- *We often give in to persuasion in relationship because we have something important at stake.* ☐ ☐
- *Assertiveness can help us maintain the qualities we want for personal and relationship health.* ☐ ☐

**E. Speak Up (Out-of-Class Activity)**

- How assertiveness can help us build healthy relationships. ☐ ☐
- *Rubric* ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Components of a healthy relationship****: respect, accountability, safety, trust, honesty.* | ☐ | ☐ |
| • ***Respect*** *is understanding, valuing, and supporting our own and another person's individuality.* | ☐ | ☐ |
| • ***Accountability*** *is taking responsibility for our own thoughts, feelings, beliefs, and actions.* | ☐ | ☐ |
| • ***Trust*** *is the confidence that we can rely or depend on the other person.* | ☐ | ☐ |
| • ***Safety*** *is freedom from emotional, physical, or mental harm.* | ☐ | ☐ |
| • ***Honesty*** *is being truthful and genuine.* | ☐ | ☐ |
| • *The* ***power of persuasion*** *involves convincing or urging someone to take an action and/or follow a certain belief. When we are persuaded by someone, we respond to their influence on us to think in a particular way and to behave in line with it.* | ☐ | ☐ |
| • ***Asserting ourselves*** *means standing up for ourselves while simultaneously respecting the rights of others.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| The Main Attraction (Activity A) | ☐ | ☐ |
| Putting a Relationship Together (Activity B) | ☐ | ☐ |
| The Art of Assertiveness (Activity C) | ☐ | ☐ |
| Practicing assertiveness (Activity D) | ☐ | ☐ |
| Speak Up (Activity E) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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The Life Skills Training Process Tool is distributed free of charge to those interested in evaluating the implementation fidelity of the Life Skills Training program. The LST Process Tool can be completed by teachers who implement the program or by LST program observers. It is important to monitor program implementation because only teachers who implement the program with fidelity can best replicate the results achieved in 20 years of research.

If a prevention program is only partially implemented, its effectiveness will be substantially diluted. Stronger results were found when individuals received a complete version of the intervention.

I hope that this information is helpful. Please feel free to contact NHPA at 1-800-293-4969 with any questions.

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# *LifeSkills Training Transitions*
# Fidelity Checklist

School: _____ Program Provider: _____

Class Period: _____ Date: _____

Observer: _____

## Unit 1: Goal-Setting for Success

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. The Big Picture** | | |
| • Become familiar with the topics covered in the *LifeSkills Training* Transitions program. | ☐ | ☐ |
| • Identify how goal-setting can assist in navigating transitions and planning for the future. | ☐ | ☐ |
| • *Transitions are times that are characterized by both opportunities and challenges.* | ☐ | ☐ |
| • *Using the skills in this program can help in navigating transitions.* | ☐ | ☐ |
| • *It's important to think about the future and to plan for it: Success doesn't just happen. Goal-setting is a valuable skill in planning for future success.* | ☐ | ☐ |
| **B. The Four Criteria for Goal-Setting** | | |
| • Identify the steps involved in goal-setting. | ☐ | ☐ |
| • *Goals should be meaningful, realistic, measurable, and manageable in order to help us achieve success.* | ☐ | ☐ |
| • *If a goal does not meet one or more criteria, examine it to see how it can be revised*. | ☐ | ☐ |
| **C. Sharpen Your Goals** | | |
| • Practice goal-setting. | ☐ | ☐ |
| • *Goal-setting is a skill that assists in describing the actions needed to achieve success*. | ☐ | ☐ |
| • *All of the goal-setting criteria are important, but some might be more important for different goals.* | ☐ | ☐ |
| **D. Strategies for Overcoming Challenges** | | |
| • Identify strategies that are helpful in overcoming challenges to achieving goals. | ☐ | ☐ |
| • *If we encounter challenges to achieving our goals, there are strategies we can use to* | | |

*overcome them*. ☐ ☐

- *Using the skills taught in this program can help us achieve our goals and move successfully through transitions, even when challenges arise.* ☐ ☐

**Unit Wrap Up**

- This program teaches and reinforces skills that can help us during transitions. ☐ ☐
- Goal-setting is a skill that can help us achieve what we want to accomplish. ☐ ☐
- Goals have four steps: They need to be meaningful, realistic, measurable, and manageable in order to help us successfully achieve our desired results. ☐ ☐
- A long-term goal is composed of a series of short-term goals that support the long-term goal. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • *A **transition** is the passage from one phase of life to another that involves developing new roles, responsibilities, and relationships. It can be characterized by both challenges and opportunities.* | ☐ | ☐ |
| • ***Goal-setting** involves identifying meaningful, realistic, measurable, and manageable criteria that can be used to achieve success.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| The Big Picture (Activity A) | ☐ | ☐ |
| The Four Criteria for Goal-Setting (Activity B) | ☐ | ☐ |
| Sharpen Your Goals (Activity C) | ☐ | ☐ |
| Strategies for Overcoming Challenges (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training Transitions*
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## Unit 2: Effective Communication

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Is It Formal or Informal?** | | |
| • Determine the similarities and differences between formal and informal communication. | ☐ | ☐ |
| • Identify the types of relationships that occur in personal and work-related settings. | ☐ | ☐ |
| • *The way we communicate with others creates an impression about who we are.* | ☐ | ☐ |
| • *In order to make the best impression, our communication behavior should be appropriate to the relationship. If you're not sure which to use, adopt a more formal style.* | ☐ | ☐ |
| • *Effective communication skills can be used in any setting to facilitate mutual understanding and convey a positive impression of ourselves to others.* | ☐ | ☐ |
| **B. Effective Communication Skills** | | |
| • Identify effective communication skills and how they can help people present themselves positively to others. | ☐ | ☐ |
| • *Effective communication is a skill that helps us represent ourselves in a confident way to others.* | ☐ | ☐ |
| • *Effective communication skills can help us define, understand, and convey our new roles and responsibilities in a transition*. | ☐ | ☐ |
| • *Practicing and reflecting on how well we are communicating can help us cultivate effective communication skills*. | ☐ | ☐ |
| **C. Speaking for Understanding** | | |
| • Learn and apply effective communication skills to speaking. | ☐ | ☐ |
| • *Effective spoken communication includes the use of verbal and non-verbal behaviors as well as active and passive listening*. | ☐ | ☐ |

- *When people communicate effectively, there is a constant flow of communication between them.* ☐ ☐
- *Much of what we communicate is transmitted non-verbally.* ☐ ☐
- *If you are using effective communication skills with someone who isn't, continuing to use them will help you get your message across.* ☐ ☐

**D. Writing Effectively**

- Learn and apply effective communication skills to writing. ☐ ☐
- *Using a writing style that matches the type of relationship helps our message to be understood.* ☐ ☐

**Unit Wrap Up**

- Understanding the difference between formal and informal communication behaviors is essential to being able to present ourselves in a positive way. ☐ ☐
- When people use informal communication styles in formal settings, they may give an inaccurate impression of themselves. ☐ ☐
- Effective communication skills are tools that help us convey our message accurately and understand other people's messages. ☐ ☐
- When we use these skills, our communication and understanding improve. ☐ ☐
- Understanding how to communicate in different settings and relationships will help us successfully navigate a transition. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Formal communication*** *is the exchange of information between people in a setting where there is likely to be a hierarchy to the relationship or where the people may not know each other well.* | ☐ | ☐ |
| • ***Informal communication*** *is the exchange of information between people in a casual setting, where it is likely the people are familiar with each other and are peers.* | ☐ | ☐ |
| • ***Effective communication*** *is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it. For this to happen, verbal and non-verbal messages need to match.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Is It Formal or Informal? (Activity A) | ☐ | ☐ |
| Effective Communication Skills (Activity B) | ☐ | ☐ |

Speaking for Understanding (Activity C) ☐ ☐

Writing Effectively (Activity D) ☐ ☐

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training Transitions*
# Fidelity Checklist

School: _____ Program Provider: _____

Class Period: _____ Date: _____

Observer: _____

## Unit 3: Managing Stress

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Resilience Inventory** | | |
| • Examine resilience and self-assess various traits associated with it. | ☐ | ☐ |
| • *Being aware of personal strengths is an important part of cultivating resilience during transitions.* | ☐ | ☐ |
| • *Resilience allows us to handle challenges and take advantage of opportunities that may come with a transition.* | ☐ | ☐ |
| **B. Stress Management Techniques** | | |
| • Explore the challenges and opportunities that may accompany the common transitions of young adulthood. | ☐ | ☐ |
| • Learn and apply stress management techniques that can help cultivate resilience. | ☐ | ☐ |
| • *Stress is a normal part of life and can accompany times of transition*. | ☐ | ☐ |
| • *Practicing simple stress management techniques that we can do anytime, anywhere, can help us deal with stressful situations when they occur.* | ☐ | ☐ |
| **C. 10 Bounce-Back Techniques for Managing Stress** | | |
| • Learn and apply stress management techniques that can help cultivate resilience. | ☐ | ☐ |
| • Understand how the use of substances can undermine resilience. | ☐ | ☐ |
| • *Substance use may feel like it helps handle stress, but in reality it can make the stress worse and negatively affect our ability to make sound judgments and take appropriate actions to solve problems*. | ☐ | ☐ |
| • *The more resilient we are, the more we can handle stress and take advantage of opportunities that may come with a transition.* | ☐ | ☐ |

**D. Bounce-Back Practice**

- Learn and apply stress management techniques that can help cultivate resilience. ☐ ☐
- *Identifying our triggers and responses can help us determine which techniques work well for us.* ☐ ☐
- *The benefits of these techniques vary with the person and the trigger. Knowing and using multiple techniques provide a variety of solutions to draw from.* ☐ ☐
- *Cultivating resilience can help us seize opportunities and achieve success.* ☐ ☐
- *Resilience helps us address the stress in transitions and helps keep it from affecting emotional, physical, and mental health.* ☐ ☐

**Unit Wrap Up**

- Stress is a normal part of a time of transition. ☐ ☐
- Knowing how to benefit from opportunities and practicing stress management techniques can help us develop resilience during times of transition. ☐ ☐
- Learning to manage the stress of transitions in healthy ways helps us cultivate resilience. ☐ ☐
- Substance use undermines the ability to bounce back from stressful situations – and can make them worse. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Resilience*** *is the ability to respond to a challenge and adapt to changed circumstances.* | ☐ | ☐ |
| • *A* ***trigger*** *is a situation, person, place, or thing that can cause you to feel stress.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Resilience Inventory (Activity A) | ☐ | ☐ |
| Stress Management Techniques (Activity B) | ☐ | ☐ |
| 10 Bounce-Back Techniques for Managing Stress (Activity C) | ☐ | ☐ |
| Bounce-Back Practice (Activity D) | ☐ | ☐ |
| Create Your Own Bounce (Activity E) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training Transitions*
# Fidelity Checklist

School: _____ Program Provider: _____

Class Period: _____ Date: _____

Observer: _____

## Unit 4: Decision-Making and Risk

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. What's at Stake?** | | |
| • Examine attitudes and beliefs about risk. | ☐ | ☐ |
| • Explore possible consequences involved when taking risks. | ☐ | ☐ |
| • *Not all risks are equal. Some have beneficial consequences that can contribute to our growth, others can have harmful consequences, and still others may produce a mixture of both beneficial and harmful consequences.* | ☐ | ☐ |
| • *Taking risks may impact things we value, such as our health, education, career, and relationships.* | ☐ | ☐ |
| • *The use of substances can affect our ability to evaluate the consequences of taking a risk.* | ☐ | ☐ |
| **B. A Decision-Making Method** | | |
| • Learn a step-by-step decision-making method. | ☐ | ☐ |
| **C. A Decision about Risk** | | |
| • Practice a step-by-step decision-making method. | ☐ | ☐ |
| • *A step-by-step decision-making method is useful when considering the potential beneficial and harmful consequences associated with taking a risk.* | ☐ | ☐ |
| • *PROPS can be helpful for both simple and complex decisions*. | ☐ | ☐ |
| • *Using PROPS enables us to think about our options and prioritize them based on what we value.* | ☐ | ☐ |
| • *The more we practice and master the skill of decision-making, the more equipped we will be to make a decision that is right for us.* | ☐ | ☐ |

**D. Reality Check**

- Identify the effects of substance use on risks and decision-making. ☐ ☐

**Unit Wrap Up**

- Not all risks are equal. Some can contribute to growth, but others can have harmful consequences. ☐ ☐
- Decision-making can help us consider the consequences of our actions, both to ourselves and others. ☐ ☐
- Applying a decision-making method to evaluating risk increases the likelihood of making choices that are right for us. ☐ ☐
- The use of substances affects the ability to consider the consequences of a risk and can therefore affect decision-making. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Risk*** *is the exposure of something we value to possible loss or harm.* | ☐ | ☐ |
| • ***Decision-making*** *is a method of choosing among options and taking action based on what we value.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| What's at Stake? (Activity A) | ☐ | ☐ |
| A Decision-Making Method (Activity B) | ☐ | ☐ |
| A Decision about Risk (Activity C) | ☐ | ☐ |
| Reality Check (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training Transitions*
# Fidelity Checklist

School:_____ Program Provider:_____

Class Period:_____ Date:_____

Observer: _____

## Unit 5: Managing Time and Money

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. Setting Priorities** | | |
| • Explore the relationship between priorities and managing time and money. | ☐ | ☐ |
| • Examine the elements involved in prioritizing. | ☐ | ☐ |
| • *Time and money are essential resources. As with other resources, prioritizing how we use them can facilitate achieving our goals.* | ☐ | ☐ |
| • *When in a transition, our priorities may shift. From time to time, we need to evaluate whether our priorities still support our goals.* | ☐ | ☐ |
| • *Prioritizing gives us a guide on how to spend our resources. It helps us focus on taking care of what is most important to us.* | ☐ | ☐ |
| **B. It's About Time** | | |
| • Learn and practice steps for managing schedules to support priorities. | ☐ | ☐ |
| • *Time is a resource that can be managed through scheduling.* | ☐ | ☐ |
| • *The use of alcohol, tobacco, or other drugs can have a severe impact on schedules and compromise the ability to stay focused on personal priorities.* | ☐ | ☐ |
| • *Spending a lot of time on non-productive, low-priority activities keeps us from focusing on activities that are important to us.* | ☐ | ☐ |
| **C. Money Smarts** | | |
| • Examine the elements involved in budgeting. | ☐ | ☐ |
| • Learn and practice steps for managing money to support priorities. | ☐ | ☐ |
| • *Budgeting to manage money is similar to scheduling to manage time. Both skills help you to support your priorities.* | ☐ | ☐ |

- *Substances can drain both your financial resources as well as your ability to control your budget and spending*. ☐ ☐
- *When a new expense is added, the budget needs to be evaluated. Review priorities and determine how to accommodate the new expense.* ☐ ☐
- *Setting aside money for savings creates resources to meet planned future expenses as well as unexpected emergency expenses.* ☐ ☐

**D. Practical Applications**

- Practice steps for managing money to support priorities. ☐ ☐
- Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. ☐ ☐

**Unit Wrap Up**

- Time and money are essential resources. Prioritizing how to use them can help us be successful. ☐ ☐
- Knowing how to use a variety of skills and strategies to manage our time helps us to maintain control even when a schedule doesn't work as planned. ☐ ☐
- Budgeting to manage money is similar to scheduling to manage time. ☐ ☐
- Substances can drain resources as well as the ability to manage time and money. ☐ ☐
- Adding a new activity to our schedule or expense to our budget means we need to review our overall priorities. Then we can determine how to accommodate the new activity or expense without jeopardizing the achievement of our goals. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | **Yes** | **No** |
|---|---|---|
| • ***Prioritizing*** *is the act of placing items in their order of importance based on a particular factor, such as values, goals, or needs.* | ☐ | ☐ |
| • ***Scheduling*** *involves planning and reviewing how our time is used – that is, managing our time so it supports our priorities.* | ☐ | ☐ |
| • ***Budgeting*** *involves planning how to manage money so it supports priorities.* | ☐ | ☐ |
| • ***Procrastinating*** *involves putting off a task for too long so that it may keep you from accomplishing the task or doing it well (for example: repeatedly rescheduling time set aside to apply for a job).* | ☐ | ☐ |
| • ***Impulsiveness*** *is acting on the spur of the moment without thinking about the results of your actions (for example: purchasing clothing that you didn't plan on).* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| Setting Priorities (Activity A) | ☐ | ☐ |
| It’s About Time (Activity B) | ☐ | ☐ |
| Money Smarts (Activity C) | ☐ | ☐ |
| Practical Applications (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training Transitions*
# Fidelity Checklist

School: _____ Program Provider: _____

Class Period: _____ Date: _____

Observer: _____

## Unit 6: Building Relationships

**1.** For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| **A. The World of Relationships** | | |
| • Identify the appropriate behaviors associated with different types of relationships. | ☐ | ☐ |
| • Analyze the similarities and differences between formal and informal relationships. | ☐ | ☐ |
| • *Different types of relationships have different standards of behavior.* | ☐ | ☐ |
| • *The type of relationship you have with a person can help you determine which types of behavior are productive to use.* | ☐ | ☐ |
| • *Healthy relationships depend on the people being trustworthy, honest, and respectful, as well as them working together to create an atmosphere of safety and accountability.* | ☐ | ☐ |
| **B. Collaborating, Negotiating, Compromising** | | |
| • Examine the elements involved in collaborating, negotiating, and compromising. | ☐ | ☐ |
| • *Collaborating, negotiating, and compromising are skills that can help us build and maintain relationships in different areas of our lives in ways that help preserve and strengthen them.* | ☐ | ☐ |
| • *These skills can help resolve disagreements in a way that respects each person's needs and goals.* | ☐ | ☐ |
| • *An important part of achieving success with these skills is that everyone involved has a mutual understanding of the end target.* | ☐ | ☐ |
| **C. Putting Theory into Practice** | | |
| • Practice the skills of collaborating, negotiating, and compromising. | ☐ | ☐ |
| • *We are more likely to achieve a shared goal or resolve a disagreement, as well as build and maintain our relationships, when we use collaborating, negotiating, and compromising.* | ☐ | ☐ |

- *Some issues can be resolved effectively by any of these skills, but some skills are better suited to particular situations.* ☐ ☐

**D. Building Relationships During Transitions**

- Practice the skills of collaborating, negotiating, and compromising. ☐ ☐
- Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. ☐ ☐

**Unit Wrap Up**

- There are many different types of relationships in our lives, each with its own standard of behavior. ☐ ☐
- Knowing whether the relationship we have with a person is formal or informal can help us determine which behaviors are productive to use. ☐ ☐
- Collaborating, negotiating, and compromising are specific skills that we can use to successfully build relationships in ways that preserve and strengthen them. ☐ ☐
- Healthy relationships depend on people working together to create an atmosphere that promotes mutual trust, honesty, respect, accountability, and safety. ☐ ☐

**2.** For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| • ***Collaborating*** *involves people coordinating their skills, efforts, and knowledge in order to reach a common end.* | ☐ | ☐ |
| • ***Negotiating*** *involves people in a disagreement working together to come to an agreement so that everyone feels their respective interests are satisfied; also known as a "win-win" situation.* | ☐ | ☐ |
| • ***Compromising*** *involves settling a difference so that each person gives up something in order to reach a mutually beneficial agreement.* | ☐ | ☐ |

**3.** For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

| | Yes | No |
|---|---|---|
| The World of Relationships (Activity A) | ☐ | ☐ |
| Collaborating, Negotiating, Compromising (Activity B) | ☐ | ☐ |
| Putting Theory into Practice (Activity C) | ☐ | ☐ |
| Building Relationships During Transitions (Activity D) | ☐ | ☐ |

**4.** Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____% Lecture _____% Discussion

_____% Demonstration _____% Practice

**5.** How much time was devoted to teaching this unit? _____

**6.** Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:

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# *LifeSkills Training* Questionnaire

## High School (LSTQ-HS)

This survey is designed to give us information about your health knowledge, attitudes and behaviors.

None of your answers will be seen by parents, teachers or anyone at your school.

Please answer all of the questions honestly.

Student Code #: _____

School Code #: _____

Date_____/_____/_____

Data Collection Point:

Pretest ___

Posttest ___

Follow-Up ___

**Note to Data Collector**: Prior to distributing the LSTQ, complete the Student Code #, School Code #, and Collection Point on sections above.

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# Section A

**1. My birthday**

| Month of my birthday | |
|---|---|
| Jan | ○ |
| Feb | ○ |
| Mar | ○ |
| Apr | ○ |
| May | ○ |
| Jun | ○ |
| Jul | ○ |
| Aug | ○ |
| Sep | ○ |
| Oct | ○ |
| Nov | ○ |
| Dec | ○ |

| Day of my birthday | |
|---|---|
| 2 digits ('01' to '31') | |
| ⓪ | ⓪ |
| ① | ① |
| ② | ② |
| ③ | ③ |
| | ④ |
| | ⑤ |
| | ⑥ |
| | ⑦ |
| | ⑧ |
| | ⑨ |

| Year of my birthday | |
|---|---|
| 1993 | ○ |
| 1994 | ○ |
| 1995 | ○ |
| 1996 | ○ |
| 1997 | ○ |
| 1998 | ○ |
| 1999 | ○ |
| 2000 | ○ |
| 2001 | ○ |
| 2002 | ○ |

**2. Are you:** ① Male ② Female

**3. Who do you live with most of the time? (Pick only one)**

① Mother and father
② Only mother
③ Mother and stepfather
④ Only father
⑤ Stepmother and father
⑥ Some with mother/some with father
⑦ Other relative
⑧ Guardian or foster parent
⑨ Alone or with friends

**4. Are you Hispanic or Latino?**

① Yes ② No

**5. What is your race? (SELECT ONE OR MORE.)**

① American Indian/Alaska Native
② Asian
③ Native Hawaiian or Other Pacific Islander
④ Black or African American
⑤ White

**6. What grade are you in?**

① 9th grade ② 10th grade ③ 11th grade ④ 12th grade

**7. What grades do you generally get in school? (Pick only one)**

① Mostly A's (90-100)
② Mostly B's (80-89)
③ Mostly C's (70-79)
④ Mostly D's (60-69)
⑤ D's or lower (less than 60)

**8. About how many days were you absent from school last year? (Pick only one)**

① None ② 1-2 days ③ 3-6 days ④ 7-15 days ⑤ 16 or more days

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**9. Do you currently have a job? (Pick only one)**

① I'm not currently employed
② Yes, I usually work less than 10 hours per week
③ Yes, I usually work from 10 to 20 hours per week
④ Yes, I usually work more than 20 hours per week

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# Section B

***Directions**: Read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.*

| | **True** ① | **False** ② |
|---|---|---|
| 1. Setting a health goal is a good way to try to improve your health. | ① | ② |
| 2. Paying attention to your health is not important when you are at my age. | ① | ② |
| 3. My health is not impacted by my day-to-day decisions. | ① | ② |
| 4. Having a positive attitude can help you make decisions more effectively. | ① | ② |
| 5. Your risk-taking is impacted by your drug or alcohol use. | ① | ② |
| 6. Once you've done something risky and nothing bad happens, it is less risky next time you do it. | ① | ② |
| 7. A person's culture is shaped by the media. | ① | ② |
| 8. There is nothing I can do to know if media messages are accurate. | ① | ② |
| 9. Stress and anger do not really impact other emotions. | ① | ② |
| 10. People handle an emotional trigger the same way. | ① | ② |
| 11. Effective communication is being able to say everything on your mind. | ① | ② |
| 12. There is a difference between misunderstandings and disagreements. | ① | ② |
| 13. Your health is not really affected by your relationships with others. | ① | ② |
| 14. Asserting yourself means standing up for yourself while simultaneously respecting the rights of others. | ① | ② |

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# Section C

***Directions**: Please fill in the circle to show how much you agree or disagree with each statement.*

| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| | ① | ② | ③ | ④ | ⑤ |
| 1. Peers my age who drink alcohol are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 2. Smoking marijuana makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 3. Smoking cigarettes makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 4. Peers my age who smoke marijuana are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 5. Peers my age who drink alcohol have more friends. | ① | ② | ③ | ④ | ⑤ |
| 6. Peers my age who smoke have more friends. | ① | ② | ③ | ④ | ⑤ |
| 7. Smoking marijuana lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 8. Drinking alcohol makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 9. Peers my age who use cocaine or other drugs have more friends. | ① | ② | ③ | ④ | ⑤ |
| 10. Peers my age who use cocaine or other drugs are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 11. Smoking cigarettes lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 12. Peers my age who smoke cigarettes are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 13. Using cocaine or other drugs lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 14. Using cocaine or other drugs makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 15. Drinking alcohol lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 16. Peers my age who use marijuana have more friends. | ① | ② | ③ | ④ | ⑤ |

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# Section D

***Directions:*** *Please fill in the circle to show how you would handle the following situations.*

| | Definitely Would ① | Most Likely Would ② | Not Sure ③ | Most Likely Would Not ④ | Definitely Would Not ⑤ |
|---|---|---|---|---|---|
| **How likely would you be to:** | | | | | |
| 1. ...say “no” when someone offers you a cigarette? | ① | ② | ③ | ④ | ⑤ |
| 2. ...say “no” when someone offers you beer, wine, or liquor? | ① | ② | ③ | ④ | ⑤ |
| 3. ...say “no” when someone offers you marijuana or hashish? | ① | ② | ③ | ④ | ⑤ |
| 4. ...say “no” when someone offers you cocaine or other drugs? | ① | ② | ③ | ④ | ⑤ |
| 5. ...say “no” when someone offers you glue, paint, gas, or other things you inhale to get high? | ① | ② | ③ | ④ | ⑤ |

| | Definitely Would ① | Most Likely Would ② | Not Sure ③ | Most Likely Would Not ④ | Definitely Would Not ⑤ |
|---|---|---|---|---|---|
| **How likely would you be to do the following things?** | | | | | |
| 6. Tell someone if they give you less change (money) than you're supposed to get back after you pay for something | ① | ② | ③ | ④ | ⑤ |
| 7. Say “no” to someone who asks to borrow money from you | ① | ② | ③ | ④ | ⑤ |
| 8. Tell someone to go to the end of the line if they try to cut in line ahead of you | ① | ② | ③ | ④ | ⑤ |

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| | Never ① | Almost Never ② | Sometimes ③ | Almost Always ④ | Always ⑤ |
|---|---|---|---|---|---|
| **When you feel anxious, you:** | | | | | |
| 9. Relax all the muscles in your body | ① | ② | ③ | ④ | ⑤ |
| 10. Breathe in slowly while you count to four then hold your breath for four and breathe out for a count of four | ① | ② | ③ | ④ | ⑤ |

| **In general:** | Strongly Disagree ① | Disagree ② | Neither Agree Nor Disagree ③ | Agree ④ | Strongly Agree ⑤ |
|---|---|---|---|---|---|
| 11. If you find that something is really difficult, you get frustrated and quit | ① | ② | ③ | ④ | ⑤ |
| 12. You stick to what you're doing until you're finished with it | ① | ② | ③ | ④ | ⑤ |

***Thank you for completing this survey!***

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# *LIFESKILLS TRAINING* QUESTIONNAIRE
# HIGH SCHOOL VERSION
# INSTRUCTION GUIDE

The LSTQ-HS is a survey instrument that is used to examine changes in knowledge, attitudes, and skills among students participating in the High School version of the *LifeSkills Training* (LST) program.

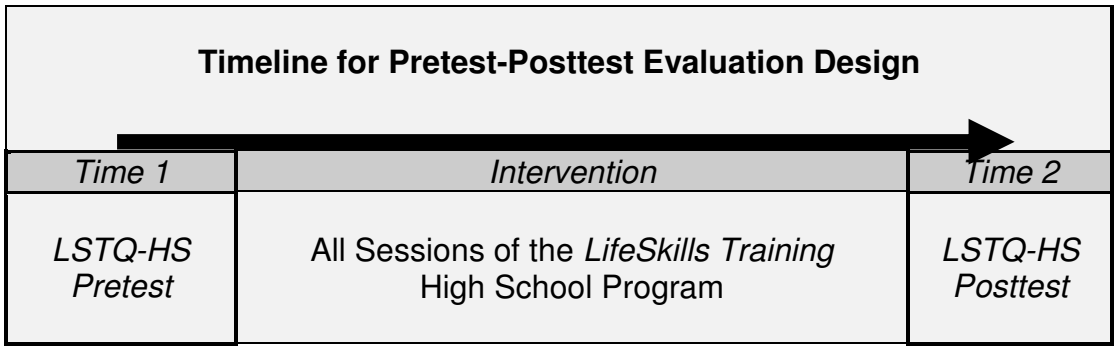
This guide provides an overview of the LSTQ-HS and instructions on how to administer the survey as part of a "pre-post" evaluation design. These instructions should be followed closely if you are using NHPA's Evaluation Service. We provide additional information for those who want to score the LSTQ-HS themselves.

| Contents of *LifeSkills Training* Questionnaire, High School Version | | |
|---|---|---|
| Tear-Off Sheet | The person responsible for data collection writes in each student's name and ID number on this page prior to distributing surveys. As surveys are given out to students, this "tear-off sheet" is removed and discarded so that the student's name is not on the completed survey; only their student ID number remains. | |
| | | |
| Cover Page | The person responsible for data collection writes in student ID number, school code number, and data collection point on this page prior to distributing surveys. | |
| | | |
| Section A | Demographic Variables | 9 items |
| | This section assesses the student's birthday, gender, family structure, race and related variables. | |
| | | |
| Section B | LST Knowledge Test | 14 items |
| | This section contains true/false items that assess knowledge of various LST curriculum content areas; two summary scores are produced: Anti-Drug Knowledge and Life Skills Knowledge | |
| | | |
| Section C | Anti-Drug Attitudes | 16 items |
| | This section assesses attitudes regarding alcohol, tobacco, and other drug use. | |
| | | |
| Section D | Life Skills Assessment | 12 items |
| | | |
| | Total number of items | 51 items |

## Pre-Post Evaluation Design

A pretest-posttest (i.e., "pre-post") evaluation design is when participants in a program such as LST complete the same survey both before and after the program is implemented in order to look at the effect of the program on relevant outcomes. The *LifeSkills Training* Questionnaire – High School version (LSTQ-HS) is a tool designed by National Health Promotion Associates (NHPA) that is used to examine pre-post changes in students' knowledge, attitudes, and skills as a result of participating in the LST High School program.

The LSTQ-HS MUST be administered both before the LST intervention and after the intervention to examine changes over time.




## Administering the LSTQ

There are several steps that you should follow when administering the LSTQ and you should be as consistent as possible in executing these steps. Consistency in data collection methods will help to ensure that the data is of the best possible quality.

1. *Create A Unique Identification Number for Each Student*

In order to properly evaluate the effectiveness of the LST program, each student's pretest questionnaire must be matched to his or her posttest questionnaire. This matching enables you to track how individuals change over time. In order to maintain confidentiality, students' names are not used on the questionnaire; instead, you assign a unique ID number for each student prior to data collection.

We suggest that you use the following procedures before the LST program is implemented and before any data are collected.

First, create a list of all students that will be participating in the LST program and assign a unique ID number for each student. You could simply number the student names starting at 1 and going down the list. Alternatively, if LST is being administered in more than one classroom or school or by more than one teacher,

you may want to come up with a system where the digits in the ID number represent the school, classroom, or teacher as well as the student.

Second, once each student has a unique ID, set aside two copies of the LSTQ-HS for each student, one for the pretest assessment and one for the posttest assessment. Write each student's name and corresponding ID number on the Tear-Off Sheet of the pretest and posttest questionnaire.

Third, write the student ID number (and School Code, if appropriate) on the LSTQ-HS Cover Page (the page after the tear-off sheet) so that the completed pretest and posttest questionnaires can be matched after they are completed.

Fourth, circle or check off 'Pretest' on the Cover Page of one of the copies of the LSTQ, and 'Posttest' on the other copy. Then separate the questionnaires into a "Pretest" pile and a "Posttest" pile for use during each of the two assessments.

Once you have finished these steps, the final list containing the student names and ID codes should be secured in a locked cabinet to ensure confidentiality of students' responses. Finally, when the LSTQ is administered at the pretest and posttest assessments, the Tear-Off Sheet with the student's name and Student ID number should be torn off and discarded as the questionnaire is handed out. This way, the only place where the student ID number is directly linked to the student's name will be on the list that has been stored in a locked file cabinet.

*2. Collect the Data*

We strongly recommend that someone ***aside from*** the classroom teacher administers and collects the questionnaire data, if at all possible. This will increase the chances that students will answer the questions honestly. In addition, we recommend that the pretest survey be administered a few days before starting the LST program, and the posttest be administered a few days after completing the program. The surveys should not be administered in such a way that it takes time away from implementing the program itself. The person responsible for data collection (again, preferably someone other than the classroom teacher) should follow these guidelines when administering the LSTQ:

1. Remind students to sit quietly and not begin marking the questionnaire until they are told to begin.

2. Distribute pencils and questionnaires (remove and discard the "Tear Off Sheet").

3. Read instructions (see below) before students begin.

4. When students are finished, collect the completed surveys and put them in a large envelope so that no one can see the responses.

We recommend that the data collector(s) read the following statement, after modifying it as needed so that it is accurate for your situation.

> *"Hello, my name is ___ and I'm here from ___. We would like you to answer some questions about substance use. We are interested in how students your age act, think, and feel about this topic. We hope that you will find it interesting to answer these questions." (At posttest assessment, say, "We know that most of you have completed the survey before. However, we are now interested in what your answers are to the questions AT THIS TIME.")*
>
> *"This survey is NOT a test. There are NO right or wrong answers. Just give the most accurate answer you can, and try to work quickly but carefully. The questions will often give you different options for answering. Remember, you can fill in any response for a question, whichever one most accurately describes you. Be sure to fill in the circle completely and carefully, and make sure that you fill in only one circle for each question. Also, please read each question carefully and remember to answer each and every question. After you have finished one page, you may turn and go to the next page. After you have finished a page, please DO NOT turn back and change your answers."*
>
> *"Your name does not appear anywhere on the survey, so your answers are confidential. We are interested in how lots of students respond to these questions. We are not especially interested in any one person's answers in particular. No one will ever know how you answered these questions – not your teachers, parents, friends, or other students. Please start the survey. When you are finished, we will come by to collect the survey. If you have any questions raise your hand and one of us will come over to help you."*

## National Health Promotion Associates Evaluation Service

NHPA offers an Evaluation Service for those using the LSTQ-HS to evaluate the LST program. If you use the Evaluation Service, NHPA will provide you with the LSTQ-HS, enter the data once you have collected it, check the data for consistency, recode and score the items, produce descriptive statistics, and conduct the appropriate statistical tests. The Evaluation Report you will receive is a professional-quality individualized summary that describes the data that you have collected and reports on the impact of the LST intervention for your students. The Evaluation Report will display the results using text, graphs, charts, and tables, and will be geared so that an informed layperson can understand the outcomes.

To use the Evaluation Service, you must use the LST Questionnaire with no modifications and according to the instructions in this guide, and you must use our data entry service. Please contact NHPA if you have additional questions about the Evaluation Service.

We provide the following instructions on how to score the data for those who are using the LSTQ-HS survey, but have chosen not to use our Evaluation Service.

## Score & Analyzing Data

*Section A*: No scoring is needed for the demographic items.

*Section B*: Knowledge Items. There are 14 knowledge items. Summary scores reflect the number of items answered correctly. The correct answers are as follows:

- **TRUE** : B1, B4, B5, B7, B11, B12, B14
- **FALSE**: B2, B3, B6, B8, B9, B10, B13

To create a ***knowledge summary score***, add up the number of items that are answered correctly and divide by 14 (the total number of knowledge items). This number gives you the proportion of knowledge items answered correctly.

*Section C*: Anti-Drug Attitudes. It is preferable for students to ***disagree*** with the statements in this section. To create an ***anti-smoking attitudes*** summary score, calculate the mean of items C3, C6, C11 and C12. Then subtract the mean from 6 to create the summary score. To create an ***anti-drinking attitudes*** summary score, calculate the mean of items C1, C5, C8, and C15. Then subtract the mean from 6 to create the summary score. To create an ***anti-marijuana attitudes*** summary score, calculate the mean of items C2, C4, C7, and C16. Then subtract the mean from 6 to create the summary score. To create an ***anti-hard drug attitudes*** summary score, calculate the mean of items C9, C10, C13, and C14. Then subtract the mean from 6 to create the summary score. Higher scores indicate stronger attitudes against substance use.

*Section D:* Life Skills. There are 12 life skills items, including five drug refusal skills items (D1 to D5), three assertiveness skills items (D6 to D8), two relaxation skills items (D9, D10) and two self-control skills items (D11, D12).

To create a ***drug refusal skills*** score, calculate the mean of items D1 to D5, then subtract the mean from 6 to create the summary score. Higher scores represent more frequent use of these skills.

To create an ***assertiveness skills*** score, calculate the mean of items D6 to D8, then subtract the mean from 6 to create the summary score. Higher scores represent more frequent use of these skills.

To create a ***relaxation skills*** score, calculate the mean of items D9 and D10 to create the summary score. Higher scores represent more frequent use of these skills.

To create a ***self-control skills*** score, subtract the answer for D11 from 6 (so that higher scores represent more use of the skills), then calculate the mean of this recoded item and D12. Higher scores represent more frequent use of these skills.

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**711 Westchester Avenue**
**White Plains, NY 10604**
**(800) 293-4969**
**(914) 421-2525**
**(914) 683-6998 (Fax)**

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Revised 10-28-11




# Life Skills Training Questionnaire

## Transitions (LSTQ-T)

This survey is designed to give us information about your health knowledge, attitudes and behaviors.

None of your answers will be seen by parents, employers, teachers or anyone at your school.

Please answer all of the questions honestly.

Student Code #: _____

School Code #: _____

Date_____/_____/_____

Data Collection Point:

Pretest ___

Posttest ___

Follow-Up ___

**Note to Data Collector**: Prior to distributing the LSTQ, complete the Student Code #, School Code #, and Collection Point on sections a

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# Section A

**1. My birthday**

| Month of my birthday | |
|---|---|
| Jan | ○ |
| Feb | ○ |
| Mar | ○ |
| Apr | ○ |
| May | ○ |
| Jun | ○ |
| Jul | ○ |
| Aug | ○ |
| Sep | ○ |
| Oct | ○ |
| Nov | ○ |
| Dec | ○ |

| Day of my birthday | |
|---|---|
| 2 digits ('01' to '31') | |
| ⓪ | ⓪ |
| ① | ① |
| ② | ② |
| ③ | ③ |
| | ④ |
| | ⑤ |
| | ⑥ |
| | ⑦ |
| | ⑧ |
| | ⑨ |

| Year of my birthday | |
|---|---|
| 1988 | ○ |
| 1989 | ○ |
| 1990 | ○ |
| 1991 | ○ |
| 1992 | ○ |
| 1993 | ○ |
| 1994 | ○ |
| 1995 | ○ |
| 1996 | ○ |
| 1997 | ○ |

**2. Are you:** ① Male ② Female

**3. Who do you live with most of the time? (Pick only one)**

① Mother and father
② Only mother
③ Mother and stepfather
④ Only father
⑤ Stepmother and father
⑥ Some with mother/some with father
⑦ Other relative
⑧ Guardian or foster parent
⑨ Alone or with friends

**4. Are you Hispanic or Latino?**

① Yes ② No

**5. What is your race? (SELECT ONE OR MORE.)**

① American Indian/Alaska Native
② Asian
③ Native Hawaiian or Other Pacific Islander
④ Black or African America
⑤ White

**6. What grade are you in?**

① 9th grade ② 10th grade ③ 11th grade ④ 12th grade

**7. What grades do you generally get in school? (Pick only one)**

① Mostly A's (90-100)
② Mostly B's (80-89)
③ Mostly C's (70-79)
④ Mostly D's (60-69)
⑤ D's or lower (less than 60)

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**8. About how many days were you absent from school last year? (Pick only one)**

① None ② 1-2 days ③ 3-6 days ④ 7-15 days ⑤ 16 or more days

**9. Do you currently have a job? (Pick only one)**

① I'm not currently employed
② Yes, I usually work less than 10 hours per week
③ Yes, I usually work from 10 to 20 hours per week
④ Yes, I usually work more than 20 hours per week

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# Section B

***Directions:*** *Read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.*

| | **True ①** | **False ②** |
|---|---|---|
| 1. Transitions can involve developing new roles, responsibilities, and relationships. | ① | ② |
| 2. A long-term goal is achieved through a series of short-term goals. | ① | ② |
| 3. Short-term goals are not meant to be meaningful, realistic, measurable, or manageable. | ① | ② |
| 4. Effective communication involves the respectful exchange of thoughts, feelings, and beliefs. | ① | ② |
| 5. Passive listening is a way to demonstrate that you are paying attention during a conversation. | ① | ② |
| 6. Informal communication is always appropriate to use with a boss or supervisor. | ① | ② |
| 7. Resilience is the ability to respond to a challenge and adapt to changed circumstances. | ① | ② |
| 8. A trigger is a situation, person, place, or thing that can cause you to feel stress. | ① | ② |
| 9. It is impossible to cultivate resilience through the use of stress management techniques. | ① | ② |
| 10. A risk can have beneficial and/or harmful consequences. | ① | ② |
| 11. Decision-making involves prioritizing options. | ① | ② |
| 12. A step-by-step decision-making method is only useful for complex decisions. | ① | ② |
| 13. Budgeting is the act of managing one's financial resources to support priorities. | ① | ② |
| 14. Prioritizing involves the consideration of values, goals, or needs. | ① | ② |
| 15. A variable expense is a regular expense that rarely changes. | ① | ② |
| 16. Collaborating involves people coordinating their skills, efforts, and knowledge to reach a common goal. | ① | ② |
| 17. Healthy relationships include trust, honesty, and respect. | ① | ② |
| 18. Negotiating is a process in which only one side benefits from the resolution of a disagreement. | ① | ② |

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# Section C

***Directions**: Please fill in the circle to show how much you agree or disagree with each statement. Please select only one answer for each statement.*

| | **Strongly Disagree** | **Disagree** | **Neither Agree Nor Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|---|
| | ① | ② | ③ | ④ | ⑤ |
| 1. Peers my age who drink alcohol are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 2. Smoking marijuana makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 3. Smoking cigarettes makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 4. Peers my age who smoke marijuana are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 5. Peers my age who drink alcohol have more friends. | ① | ② | ③ | ④ | ⑤ |
| 6. Peers my age who smoke have more friends. | ① | ② | ③ | ④ | ⑤ |
| 7. Smoking marijuana lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 8. Drinking alcohol makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 9. Peers my age who use cocaine or other drugs have more friends. | ① | ② | ③ | ④ | ⑤ |
| 10. Peers my age who use cocaine or other drugs are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 11. Smoking cigarettes lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 12. Peers my age who smoke cigarettes are more grown-up. | ① | ② | ③ | ④ | ⑤ |
| 13. Using cocaine or other drugs lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 14. Using cocaine or other drugs makes you look cool. | ① | ② | ③ | ④ | ⑤ |
| 15. Drinking alcohol lets you have more fun. | ① | ② | ③ | ④ | ⑤ |
| 16. Peers my age who use marijuana have more friends. | ① | ② | ③ | ④ | ⑤ |

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# Section D

***Directions:*** *Please fill in the circle to show how you would handle the following situations. Please select only one answer for each statement.*

| | Definitely Would ① | Most Likely Would ② | Not Sure ③ | Most Likely Would Not ④ | Definitely Would Not ⑤ |
|---|---|---|---|---|---|
| **How likely would you be to:** | | | | | |
| 1. ...say "no" when someone offers you a cigarette? | ① | ② | ③ | ④ | ⑤ |
| 2. ...say "no" when someone offers you beer, wine, or liquor? | ① | ② | ③ | ④ | ⑤ |
| 3. ...say "no" when someone offers you marijuana or hashish? | ① | ② | ③ | ④ | ⑤ |
| 4. ...say "no" when someone offers you cocaine or other drugs? | ① | ② | ③ | ④ | ⑤ |
| 5. ...say "no" when someone offers you glue, paint, gas, or other things you inhale to get high? | ① | ② | ③ | ④ | ⑤ |

| | Definitely Would ① | Most Likely Would ② | Not Sure ③ | Most Likely Would Not ④ | Definitely Would Not ⑤ |
|---|---|---|---|---|---|
| **How likely would you be to do the following things?** | | | | | |
| 6. Tell someone if they give you less change (money) than you're supposed to get back after you pay for something | ① | ② | ③ | ④ | ⑤ |
| 7. Say "no" to someone who asks to borrow money from you | ① | ② | ③ | ④ | ⑤ |
| 8. Tell someone to go to the end of the line if they try to cut in line ahead of you | ① | ② | ③ | ④ | ⑤ |

| | Never ① | Almost Never ② | Sometimes ③ | Almost Always ④ | Always ⑤ |
|---|---|---|---|---|---|
| **When you feel anxious, you:** | | | | | |
| 9. Relax all the muscles in your body | ① | ② | ③ | ④ | ⑤ |
| 10. Breathe in slowly while you count to four then hold your breath for four and breathe out for a count of four | ① | ② | ③ | ④ | ⑤ |

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| **In general:** | **Strongly Disagree ①** | **Disagree ②** | **Neither Agree Nor Disagree ③** | **Agree ④** | **Strongly Agree ⑤** |
|---|---|---|---|---|---|
| 11. If you find that something is really difficult, you get frustrated and quit | ① | ② | ③ | ④ | ⑤ |
| 12. You stick to what you're doing until you're finished with it | ① | ② | ③ | ④ | ⑤ |

***Thank you for completing this survey!***

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## Instructions on Scoring the LST Parent Program Survey

Section II includes 10 items that assess Drug Knowledge. The correct answers are as follows:

| |
|---|
| 1. Most lung cancer cases are linked to cigarette smoking. **(TRUE)** |
| 2. Individuals who begin using drugs at age 12 to 15 are at highest risk for developing addictions later. **(TRUE)** |
| 3. Cigarette smoking is physically and psychologically addictive. **(TRUE)** |
| 4. Most adults smoke cigarettes on a daily basis. **(FALSE)** |
| 5. Most adults use marijuana once a month or more. **(FALSE)** |
| 6. Adolescent drug use in the United States is the highest in the developed world. **(TRUE)** |
| 7. Providing facts about cigarettes, alcohol, marijuana and other drugs can actually lead to drug use due to increased curiosity. **(TRUE)** |
| 8. Experimentation with drugs typically begins with the use of cigarettes and alcohol. **(TRUE)** |
| 9. All types of adolescents experiment with drugs. **(TRUE)** |
| 10. Few adolescents engage in alcohol, tobacco and other drug use. **(FALSE)** |

The summary score for Drug Knowledge is the sum of the items answered correctly.

---

Section III includes 9 items that assess Pro-Drug Attitudes. The best answer for each item is "Strongly Disagree." To compute a summary score, take the average of the items for that scale. For example, add up the responses to the 9 items, then divide that sum by 9 to arrive at the summary score for Pro-Drug Attitudes. Lower scores are more desirable, and a decrease in scores from before to after the intervention would be a positive outcome for the LST Parent Program.

---

Section IV assesses several Parenting variables:

1) Parental Role Modeling, a scale that included six items assessing the frequency with which parents model appropriate behaviors such as demonstrate positive self-esteem, and standing up for one's own rights;
2) Parental Discipline, a scale that included seven items assessing the frequency with which parents engaged in disciplinary behavior with their children, such as enforcing clear rules and reinforcing positive behaviors;
3) Parental Communication, a five item scale that assessed the frequency with which parents talk to their child about important issues and whether parents make themselves available for open communication;
4) Parental Monitoring, a four item scale that assessed the frequency with which parents keep track of their child's whereabouts and daily activities;




5) Setting an Anti-Drug Message, a five item scale that assessed the frequency with which parents tell their child that they do not want them to become involved in substance use.

| Table 1. Section IV Parenting Variables - Worksheet | |
|---|---|
| | **Survey Response** |
| | |
| Parental Role Model Behavior | |
| I share and teach good values to my child. | |
| By dealing with stress appropriately, I set good examples for my child. | |
| I demonstrate my own sense of positive self-esteem in order to influence my child's self-esteem. | |
| I talk to my child about NOT using drugs. | |
| I surround my child with others who model appropriate behaviors. | |
| I stand up for my rights when I feel they are violated. | |
| ***Summary Score is the average of the above 6 items*** | |
| | |
| Parental Discipline | |
| I remain calm and in control when my child misbehaves. | |
| I help my child to figure out solutions their own problems. | |
| I enforce clear rules that spell out what I expect my child to do and not to do. | |
| I am consistent in disciplining my child for undesirable behaviors. | |
| I match the punishment to how serious my child's undesirable behavior is. | |
| I reinforce positive behavior through praise and reward. | |
| I listen carefully to my child helping him/her to use words to express his/her feelings. | |
| ***Summary Score is the average of the above 7 items*** | |
| | |
| Parental Communication | |
| I create a safe environment for my child to approach me about his/her concerns. | |
| I initiate family meetings to discuss problems or issues my child might be dealing with. | |
| I talk to my child about family rules about alcohol, tobacco and other drug use. | |
| I talk to my child about how to refuse an offer from peers to use drugs. | |
| I talk to my child about ways to handle stress in his/her life without the use of cigarettes, alcohol or marijuana. | |
| ***Summary Score is the average of the above 5 items*** | |
| | |
| Parental Monitoring | |
| I am aware of my child's after-school activities. | |
| I am aware of my child's whereabouts on weekends. | |
| I set a clear curfew time for when my child is required to be home. | |
| I closely monitor my child's daily activities. | |
| ***Summary Score is the average of the above 4 items*** | |
| | |
| Anti-Drug Message | |
| I tell my child that I do not want him/her to use cigarettes. | |
| I tell my child that I do not want him/her to use alcohol. | |
| I tell my child that I do not want him/her to use marijuana. | |

| | |
|---|---|
| I talk to my child about the risks of using tobacco, alcohol and other drugs. | |
| I tell my child that I would be disappointed if he/she used drugs. | |
| ***Summary Score is the average of the above 5 items*** | |

Calculating Summary Scores using the Worksheet

You can use the worksheet in Table 1 above to calculate summary scores for the parenting variables. For each of the items listed in Table 1, find the relevant question from the parent survey and write it the parent's response in the box on the right. Summary scores can be calculated by taking the average of the items for that scale. For example, one would add up the responses to the 7 items measuring Parental Discipline, then divide that sum by 7 to arrive at the score for Parental Discipline.

You may notice that not all of the items on the initial survey you received are included in the scoring. This is because we have done additional work to improve the psychometric properties of the Parent Survey since we initially distributed it, and we recommend that you create summary scores based on the items in Table 1.

Psychometric Properties

In order to examine the psychometric properties of the scales on the LST Parent Survey, two reliability statistics were calculated for each scale. First, Cronbach's Alpha, a measure of the internal consistency of items within a scale, was computed based on the average inter-item correlation. Test-retest reliability is a measure of how reliable a scale is over time. Table 2 indicates that each of the scales had good to excellent psychometric properties.

Table 2. Descriptive Statistics and Reliabilities for Parent Measures (N = 338)

| | Items | M | SD | Cronbach Alpha | Test-Retest |
|---|---|---|---|---|---|
| Parental Role Modeling | 6 | 4.24 | 0.45 | .786 | .777 |
| Parental Discipline | 7 | 4.10 | 0.48 | .826 | .665 |
| Parental Communication | 5 | 3.96 | 0.67 | .790 | .721 |
| Parental Monitoring | 4 | 4.86 | 0.29 | .731 | .550 |
| Setting an Anti-Drug Message | 5 | 4.55 | 0.54 | .875 | .653 |

Note: Test-retest correlations based on control group participants only (N = 192), over 15 weeks

Destiny Achievers Academy of Excellence











2015-16

# GEORGIA COURSE GUIDE

Odysseyware®
SMARTER ONLINE LEARNING.

A5-240

Destiny Achievers Academy of Excellence

# CORE

## GEORGIA COURSES, ELECTIVES & TOOLS

- 115 Georgia Textbook Replacement approved courses.
- Web-based, core curriculum and virtual school solutions, ideal for blended learning, alternative education, and more.
- New Teacher Authoring Tool takes customization to the next level.
- Facilitates credit recovery, remediation, dropout prevention, and textbook replacement.
- Students learn at their own pace, and educators teach in their own style.
- Powerful administrative and reporting tools allow educators to complete tasks quickly.

| ENGLISH/LANGUAGE ARTS | GA COURSE # |
|---|---|
| Language Arts 300 | 23.00400 |
| Language Arts 400 | 23.00500 |
| Language Arts 500 | 23.00600 |
| Language Arts 600 CCGPS | 23.01100 |
| Language Arts 700 CCGPS | 23.01200 |
| Language Arts 800 CCGPS | 23.01300 |
| English I CCGPS | 23.06100 |
| English II CCGPS | 23.06200 |
| English III CCGPS | 23.05100 |
| English IV CCGPS | 23.05200 |

| SCIENCE | GA COURSE # |
|---|---|
| Science 300 | 41.01400 |
| Science 400 | 41.01500 |
| Science 500 | 41.01600 |
| Science 600 | 40.06100 |
| Science 700 | 26.01100 |
| Science 800 | 40.01700 |
| General Science 900 | |
| Biology | 26.01200-300 |
| Chemistry | 40.05100-200 |
| Earth Science | 40.06400 |
| Environmental Science | 26.061100 |
| Integrated Physics & Chemistry (Physical Science) | 40.01100 |
| Physics | 40.0800-200 |

| BLENDED LEARNING LIBRARY |
|---|
| Algebra I Resources |
| Algebra II Resources |
| Geometry Resources |
| Mathematics 700 Resources |
| Mathematics 800 Resources |

| ADVANCED PLACEMENT (USE WITH AP* COURSES) | |
|---|---|
| English Language and Composition | NEW |
| Calculus | |
| Macroeconomics | NEW |
| U.S. History | |
| United States Government and Politics | NEW |
| Comparative Government and Politics | NEW |
| Human Geography | NEW |

| MATHEMATICS | GA COURSE # |
|---|---|
| Mathematics 300 | 27.01400 |
| Mathematics 400 | 27.01500 |
| Mathematics 500 | 27.01600 |
| Mathematics 600 CCGPS | 27.02100 |
| Mathematics 700 CCGPS | 27.02200 |
| Mathematics 800 CCGPS | 27.02300 |
| Integrated Math I | 27.08100 |
| Integrated Math II | 27.08200 |
| Integrated Math III | 27.08300 |
| Integrated Math IV | 27.08400 |
| Algebra I CCGPS | 27.06100 |
| Algebra II CCGPS | 27.06400 |
| Consumer Math (Math Models) | |
| Geometry CCGPS | 27.06200-300 |
| Pre-Calculus CCGPS | 27.0974 |
| Trigonometry | |
| Coordinate Algebra CCGPS | 27.09710 |
| Analytic Geometry CCGPS | 27.09720 |
| Advanced Algebra CCGPS | 27.09730 |

| SOCIAL SCIENCE | GA COURSE # |
|---|---|
| History and Geography 300 | 45.00400 |
| History and Geography 400 | 45.00500 |
| History and Geography 500 | 45.00600 |
| History and Geography 600 | 45.00700 |
| World Civilizations | 45.00800 |
| Georgia Studies/Grade 8 NEW | 45.00900 |
| Twentieth Century American History | |
| Civil War | |
| Economics | 45.06100 |
| General History 900 | 45.06100 |
| Government | 45.05700 |
| Psychology | 45.01500 |
| U.S. History: Foundations to Present (American History) | 45.08100 |
| U.S. History: Reconstruction to Present | |
| Vietnam Era | |
| World Geography | 45.07110 |
| World History | 45.08300 |

| BUSINESS | GA COURSE # |
|---|---|
| Business Computer Information Systems I-A | 7.441100 |
| Business Computer Information Systems I-B | 7.441200 |
| Essentials of Business | 6.416000 |
| Essentials of Communication (Speech) | 55.02100 |
| Media Studies | |
| Technology & Research | |
| Personal Financial Literacy | 7.426000 |

| FINE ARTS | GA COURSE # |
|---|---|
| Art History | 50.09110 |
| Digital Arts | 21.43600 |
| Music Appreciation | 53.01400 |
| Music Theory | 53.02100 |

| HEALTH | GA COURSE # |
|---|---|
| Health Quest | 17.008-9 |
| High School Health | 17.01100 |
| Physical Education | 36.01100 |
| Physical Fitness | 36.05100 |
| Personal and Family Living | |

| WORLD LANGUAGES | GA COURSE # |
|---|---|
| French I | 60.01100 |
| French II | 60.01200 |
| Spanish I | 60.07100 |
| Spanish II | 60.07200 |

| ASSESSMENTS & DIAGNOSTICS |
|---|
| SPARK Assessment & Remediation Tool |
| Core Placement Tests |
| GED® Prep (4 Courses) |
| GED® Test Prep 2014 |
| ACT® Test Prep 2014 |
| TASC Test Assessing Secondary Completion™ Prep |
| HiSET® Test Prep |
| Odysseyware Essentials |
| Essentials of Mathematics |
| Essentials of Language Arts |
| Skills and Diagnostic Tests for English Grammar & Math |

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Destiny Achievers Academy of Excellence

# CTE | CAREER TECHNICAL EDUCATION

As more schools expand CTE programs, Odysseyware is here with a wide array of courses that fit perfectly into established CTE career clusters. Our rigorous, media-rich CTE courseware prepares students for the workforce and post-secondary education like nothing else can!

## MIDDLE SCHOOL

- Career Explorations 1
- Career Explorations 2
- Keyboarding and Applications

## AGRICULTURE, FOOD & NATURAL RESOURCES

- Introduction to Agriculture, Food, and Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

## BUSINESS MANAGEMENT & ADMINISTRATION

- Business Law
- Career Management
- Office Applications 1 (Microsoft Word®, PowerPoint®, and Publisher®)
- Office Applications 2 (Microsoft Excel® and Access®)
- Principles of Business and Finance
- Small Business Entrepreneurship
- Technology and Business

## HEALTH SCIENCE

- Introduction to Careers in the Health Sciences
- Careers in Allied Health
- Forensics: Using Science to Solve a Mystery
- Nursing: Unlimited Possibilities and Unlimited Potential
- Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors
- Public Health: Discovering the Big Picture in Health Care
- Scientific Discovery and Development
- Therapeutics: The Art of Restoring and Maintaining Wellness

## HOSPITALITY & TOURISM

- Introduction to Hospitality and Tourism Systems
- Food and Beverage Management
- Food Safety and Sanitation
- Lodging Operations Management
- Marketing and Sales for Tourism and Hospitality
- Planning Meetings and Special Events
- Sustainable Service Management for Hospitality and Tourism
- Transportation and Tours for the Traveler

## HUMAN SERVICES

- Introduction to Human Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Introduction to Consumer Services
- Introduction to Human Growth and Development
- Personal Care Services

## INFORMATION TECHNOLOGY

- Introduction to Information Technology
- Fundamentals of Computer Systems
- Fundamentals of Digital Media
- Fundamentals of Programming and Software Development
- Introduction to Information Technology Support and Services
- Introduction to Network Systems
- Network System Design
- New Applications: Web Development in the 21st Century
- Software Development Tools

## LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

- Introduction to Law, Public Safety, Corrections, and Security
- Corrections: Policies and Procedures
- Fire and Emergency Services
- Law Enforcement Field Services
- Legal Services
- Security and Protective Services

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

- Introduction to STEM
- Engineering and Design
- Engineering and Innovation
- Engineering and Product Development
- Principles of Technology and Engineering
- Science and Mathematics in the Real World
- Scientific Research
- STEM and Problem Solving

## New Release: 16 Additional CTE Courses

The following 16 new CTE courses below are now available.

## ARCHITECTURE & CONSTRUCTION

- Introduction to Careers in Architecture and Construction
- Construction Careers

## ARTS, A/V TECHNOLOGY & COMMUNICATIONS

- Introduction to Careers in Arts, A/V Technology & Communications
- A/V Technology & Film Careers

## GOVERNMENT & PUBLIC ADMINISTRATION

- Introduction to Careers in Government & Public Administration
- National Security Careers

## EDUCATION & TRAINING

- Introduction to Careers in Education & Training
- Teaching & Training Careers

## FINANCE

- Introduction to Careers in Finance
- Banking Services Careers

## MANUFACTURING

- Introduction to Careers in Manufacturing
- Careers in Manufacturing Production Process Development

## MARKETING

- Introduction to Careers in Marketing
- Careers in Marketing Research

## TRANSPORTATION, DISTRIBUTION & LOGISTICS

- Introduction to Careers in Transportation, Distribution, and Logistics
- Careers in Logistics Planning and Management Services

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# Appendix 6

## 6.1 Five Year Budget & Cash Flow Projections

## 6.2 CFO Resume

## 6.3 Federal Tax Exempt Status Letter

# 6.1 Five Year Budget & Cash Flow Projections

## 5 YEAR BUDGET PROJECTION

| | FY2015 | | FY2016 | | FY2017 | | FY2018 | | FY2019 | | FY2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Current Year | % of Total | Year 1 | % of Total | Year 2 | % of Total | Year 3 | % of Total | Year 4 | % of Total | Year 5 | % of Total | |
| **ASSUMPTIONS** | | | | | | | | | | | | | Notes |
| Number of Students | 125 | | 225 | | 275 | | 300 | | 300 | | 300 | | |
| Facility Square Footage | 15280 | | 15280 | | 15280 | | 15280 | | 15280 | | 15280 | | |
| Number of Full Time Employees | 23 | | 26 | | 26 | | 28 | | 28 | | 28 | | |
| Full Time Employees (eligible for benefits) | 23 | | 26 | | 26 | | 28 | | 28 | | 28 | | |
| Number of Administrators | 1.5 | | 1.5 | | 1.5 | | 1.5 | | 1.5 | | 1.5 | | Includes 1 PT principal and 1 FT vice principal |
| Number of Teachers | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | With blended model and training, no add'l teachers needed |
| Number of Other Instructional Staff | 1.5 | | 4.5 | | 4.5 | | 6.5 | | 6.5 | | 6.5 | | |
| Number of Clerical Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | |
| Number of Maintenance Staff | 2 | | 2 | | 2 | | 2 | | 2 | | 2 | | |
| Number of Food Service Staff | 3 | | 3 | | 3 | | 3 | | 3 | | 3 | | |
| Student Teacher Ratio | 19 | | 19 | | 19 | | 19 | | 19 | | 19 | | |
| Revenue Per Pupil (State and/or Local) | $14,716 | | $11,501 | | $10,770 | | $10,496 | | $10,496 | | $10,496 | | Based on 07/31/2015 Dekalb County QBE Funding Sheet |
| Average Teacher Salary | $42,366 | | $43,214 | | $44,078 | | $44,959 | | $45,859 | | $46,776 | | |
| **REVENUES** | | | | | | | | | | | | | |
| State and/or Local Revenue (Rev Per Pupil*# of students) | $1,839,498 | 97.8% | $2,587,725 | 97.1% | $2,961,670 | 97.0% | $3,148,698 | 97.0% | $3,148,698 | 97.0% | $3,148,698 | 97.0% | |
| 3% District Administrative Fee (Explain any changes in notes) | ($55,185) | -2.9% | ($77,632) | -2.9% | ($88,850) | -2.9% | ($94,461) | -2.9% | ($94,461) | -2.9% | ($94,461) | -2.9% | |
| Meal Fees | $44,804 | 2.4% | $96,932 | 3.6% | $118,473 | 3.9% | $129,243 | 4.0% | $129,243 | 4.0% | $129,243 | 4.0% | Based on Dekalb County QBE Cal. For $430.81/FTE |
| Transportation | $4,546 | 0.2% | $9,835 | 0.4% | $12,020 | 0.4% | $13,113 | 0.4% | $13,113 | 0.4% | $13,113 | 0.4% | Based on Dekalb County QBE Cal. For $43.71/FTE |
| Nursing | $2,001 | 0.1% | $4,329 | 0.2% | $5,291 | 0.2% | $5,772 | 0.2% | $5,772 | 0.2% | $5,772 | 0.2% | Based on Dekalb County QBE Cal. For $19.24/FTE |
| Title I Grant | $45,000 | 2.4% | $45,000 | 1.7% | $45,000 | 1.5% | $45,000 | 1.4% | $45,000 | 1.4% | $45,000 | 1.4% | Based on FY15 approved Tilte I grant |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | |
| **Total Revenues** | **$1,880,664** | | **$2,666,189** | | **$3,053,604** | | **$3,247,365** | | **$3,247,365** | | **$3,247,365** | | |
| **EXPENSES** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $129,650 | 7.1% | 132,243.16 | 6.2% | 134,888.03 | 6.5% | 137,586.00 | 6.4% | 140,338.00 | 6.4% | 143,144.00 | 6.5% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Social Services (Social Worker/Counselor/Nurse) | $32,000 | 1.7% | 32,640.00 | 1.5% | 33,292.80 | 1.6% | 33,959.00 | 1.6% | 34,638.00 | 1.6% | 35,331.00 | 1.6% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Technology Support | $0 | 0.0% | 54,000.00 | 2.5% | 64,080.00 | 3.1% | 92,362.00 | 4.3% | 94,209.00 | 4.3% | 96,093.00 | 4.4% | Based on blended model with additional parapo support |
| Teachers | $508,394 | 27.7% | $518,562 | 24.1% | $528,933 | 25.4% | $539,512 | 24.9% | $550,302 | 25.0% | $561,308 | 25.5% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Arts/PE/Comp Sci | $30,240 | 1.6% | 30,844.80 | 1.4% | 31,461.70 | 1.5% | 32,091.00 | 1.5% | 32,733.00 | 1.5% | 33,387.00 | 1.5% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Athletics/Extracurricular Coaches | $0 | 0.0% | - | 0.0% | | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Guidance Counselor | $44,187 | 2.4% | 45,070.74 | 2.1% | 45,972.15 | 2.2% | 46,892.00 | 2.2% | 47,829.00 | 2.2% | 48,786.00 | 2.2% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Special Education Teacher | $40,000 | 2.2% | 40,800.00 | 1.9% | 41,616.00 | 2.0% | 42,448.00 | 2.0% | 43,297.00 | 2.0% | 44,163.00 | 2.0% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Office Manager | $41,332 | 2.2% | 42,158.48 | 2.0% | 43,001.65 | 2.1% | 43,862.00 | 2.0% | 44,739.00 | 2.0% | 45,634.00 | 2.1% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Office Assistant | $87,091 | 4.7% | 88,833.08 | 4.1% | 90,609.74 | 4.3% | 92,422.00 | 4.3% | 94,270.00 | 4.3% | 96,156.00 | 4.4% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Business manager | $0 | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Maintenance | 64,396.00 | 3.5% | 65,683.92 | 3.1% | 66,997.60 | 3.2% | 68,338.00 | 3.2% | 69,704.00 | 3.2% | 71,098.00 | 3.2% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Food Service | 78,112.20 | 4.3% | 79,674.44 | 3.7% | 81,267.93 | 3.9% | 82,893.00 | 3.8% | 84,551.00 | 3.8% | 86,242.00 | 3.9% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| Retirement Benefits | 119,996.82 | 6.5% | 130,102.55 | 6.1% | 133,408.41 | 6.4% | 139,929.00 | 6.5% | 142,728.00 | 6.5% | 145,583.00 | 6.6% | Based on TRS published rate 14.27% ER contribution |
| Health Benefits | 111,784.92 | 6.1% | 114,020.62 | 5.3% | 116,301.03 | 5.6% | 118,627.00 | 5.5% | 121,000.00 | 5.5% | 123,420.00 | 5.6% | Based on FY14 actual cost per staff |
| FICA | 15,303.34 | 0.8% | 16,392.41 | 0.8% | 16,850.76 | 0.8% | 17,579.00 | 0.8% | 17,931.00 | 0.8% | 18,289.00 | 0.8% | Based on 1.45% Medicare and 6.2% social security for non T |
| Other Payroll Expenses/Taxes | 13,826.71 | 0.8% | 14,130.24 | 0.7% | 14,993.35 | 0.7% | 15,307.00 | 0.7% | 15,613.00 | 0.7% | 15,925.00 | 0.7% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | Based on contract and DOE FY 16 Salary schedule with 2% in |
| **Total Personnel** | **$1,316,315** | **71.6%** | **$1,405,157** | **65.4%** | **$1,443,675** | **69.3%** | **$1,503,807** | **69.4%** | **$1,533,882** | **69.7%** | **$1,564,559** | **71.1%** | |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $7,074 | 0.4% | $12,732 | 0.6% | $15,562 | 0.7% | $16,977 | 0.8% | $16,977 | 0.8% | $16,977 | 0.8% | Based on 3-year average per pupil @ $68.02/FTE |
| Classroom Supplies | $25,000 | 1.4% | $25,500 | 1.2% | $26,010 | 1.2% | $26,530 | 1.2% | $27,061 | 1.2% | $27,602 | 1.3% | Based on average charter school per pupil cost |
| Computers | $76,019 | 4.1% | $136,293 | 6.3% | $16,619 | 0.8% | $16,951 | 0.8% | $17,290 | 0.8% | $17,636 | 0.8% | Based on IT budget for year zero and one to purchased add |
| Software | $29,500 | 1.6% | $20,000 | 0.9% | $20,400 | 1.0% | $20,808 | 1.0% | $21,224 | 1.0% | $21,649 | 1.0% | Based on Renanissanice Learing 5K per year with 2% increas |
| Field Trips | $959 | 0.1% | $978 | 0.0% | $998 | 0.0% | $1,017 | 0.0% | $1,038 | 0.0% | $1,059 | 0.0% | Based on FY14 actual with 2% increase per year |
| Instructional Equipment | $0 | 0.0% | $5,000 | 0.2% | $5,100 | 0.2% | $5,202 | 0.2% | $5,306 | 0.2% | $5,412 | 0.2% | Based on new blended teaching model starting 2016 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Library and Media Center | $250 | 0.0% | $450 | 0.0% | $550 | 0.0% | $600 | 0.0% | $600 | 0.0% | $600 | 0.0% Based on charter average per FTE cost @ $2/FTE |
| Student Assessment | $1,836 | 0.1% | $3,305 | 0.2% | $4,039 | 0.2% | $4,406 | 0.2% | $4,406 | 0.2% | $4,406 | 0.2% Based on FY14 actual per pupil cost @ $17.65/FTE |
| Classroom Furniture | $3,553 | 0.2% | $3,625 | 0.2% | $3,697 | 0.2% | $3,771 | 0.2% | $3,846 | 0.2% | $3,923 | 0.2% Based on FY14 actual with 2% increase per year |
| PE Equipment | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% No Budget |
| Art Supplies | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% No Budget |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| **Total Instruction** | **$144,191** | **7.8%** | **$207,883** | **9.7%** | **$92,975** | **4.5%** | **$96,263** | **4.4%** | **$97,749** | **4.4%** | **$99,264** | **4.5%** |
| | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | |
| Student Uniforms | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Athletic Program | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Office Supplies | $500 | 0.0% | $510 | 0.0% | $520 | 0.0% | $531 | 0.0% | $541 | 0.0% | $552 | 0.0% Based on FY14 actual with 2% increase per year |
| Office Furniture | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Office Computers & Software | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Printing and Copy Services | $6,300 | 0.3% | $6,426 | 0.3% | $6,555 | 0.3% | $6,686 | 0.3% | $6,819 | 0.3% | $6,956 | 0.3% Based on FY14 actual with 2% increase per year |
| Postage and Shipping | $700 | 0.0% | $714 | 0.0% | $728 | 0.0% | $743 | 0.0% | $758 | 0.0% | $773 | 0.0% Based on FY14 actual with 2% increase per year |
| Bookkeeping | $60,000 | 3.3% | $60,000 | 2.8% | $60,000 | 2.9% | $65,000 | 3.0% | $65,000 | 3.0% | $65,000 | 3.0% Based on FY14 actual with 2% increase per year |
| Audit | $11,000 | 0.6% | $11,220 | 0.5% | $11,444 | 0.5% | $11,673 | 0.5% | $11,907 | 0.5% | $12,145 | 0.6% Based on FY14 actual with 2% increase per year |
| Payroll Services | $2,100 | 0.1% | $2,142 | 0.1% | $2,185 | 0.1% | $2,229 | 0.1% | $2,273 | 0.1% | $2,319 | 0.1% Based on FY14 actual with 2% increase per year |
| Banking Fees | $750 | 0.0% | $765 | 0.0% | $780 | 0.0% | $796 | 0.0% | $812 | 0.0% | $828 | 0.0% Based on FY14 actual with 2% increase per year |
| Legal Services | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Liability & Property Insurance | $6,800 | 0.4% | $6,936 | 0.3% | $7,075 | 0.3% | $7,216 | 0.3% | $7,361 | 0.3% | $7,508 | 0.3% Based on FY14 actual with 2% increase per year |
| Staff Development | $25,000 | 1.4% | $25,500 | 1.2% | $15,000 | 0.7% | $15,300 | 0.7% | $15,606 | 0.7% | $15,918 | 0.7% Based on FY14 actual with 2% increase per year |
| Special Education | $303 | 0.0% | $309 | 0.0% | $315 | 0.0% | $322 | 0.0% | $328 | 0.0% | $335 | 0.0% Based on FY14 actual with 2% increase per year |
| Health Services | $150 | 0.0% | $153 | 0.0% | $156 | 0.0% | $159 | 0.0% | $162 | 0.0% | $166 | 0.0% Based on FY14 actual with 2% increase per year |
| Staff Recruitment | $2,000 | 0.1% | $2,040 | 0.1% | $2,081 | 0.1% | $2,122 | 0.1% | $2,165 | 0.1% | $2,208 | 0.1% Based on charter school average |
| Student Recruitment | $5,000 | 0.3% | $5,100 | 0.2% | $5,202 | 0.2% | $5,306 | 0.2% | $5,412 | 0.2% | $5,520 | 0.3% Based on charter school average |
| Tech Support | $10,000 | 0.5% | $130,000 | 6.0% | $130,000 | 6.2% | $130,000 | 6.0% | $130,000 | 5.9% | $90,000 | 4.1% Based on FY14 actual with 2% increase per year |
| Phone/Internet Service | $13,500 | 0.7% | $13,770 | 0.6% | $14,045 | 0.7% | $14,326 | 0.7% | $14,613 | 0.7% | $14,905 | 0.7% Based on FY14 actual with 2% increase per year |
| Food Service | $40,000 | 2.2% | $72,000 | 3.3% | $88,000 | 4.2% | $96,000 | 4.4% | $96,000 | 4.4% | $96,000 | 4.4% Based on FY14 actual per pupil cost @ 384/year at 100% participat |
| Transportation | $13,000 | 0.7% | $13,260 | 0.6% | $13,525 | 0.6% | $13,796 | 0.6% | $14,072 | 0.6% | $14,353 | 0.7% Based on FY14 actual with 2% increase per year |
| Health Supplies | $150 | 0.0% | $153 | 0.0% | $156 | 0.0% | $159 | 0.0% | $162 | 0.0% | $166 | 0.0% Based on FY14 actual with 2% increase per year |
| Pest Control | $1,000 | 0.1% | $1,020 | 0.0% | $1,040 | 0.0% | $1,061 | 0.0% | $1,082 | 0.0% | $1,104 | 0.1% Based on FY14 actual with 2% increase per year |
| Janitorial Supplies & Services | $5,000 | 0.3% | $5,100 | 0.2% | $5,202 | 0.2% | $5,306 | 0.2% | $5,412 | 0.2% | $5,520 | 0.3% Based on FY14 actual with 2% increase per year |
| Waste Disposal | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% No Budget |
| Marketing | $500 | 0.0% | $510 | 0.0% | $520 | 0.0% | $531 | 0.0% | $541 | 0.0% | $552 | 0.0% Based on FY14 actual with 2% increase per year |
| Tech Infrastructure | $13,050 | 0.7% | $16,200 | 0.8% | $16,200 | 0.8% | $16,200 | 0.7% | $16,200 | 0.7% | $16,200 | 0.7% Based on FY14 actual with 2% increase per year |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| **Total Services & Supplies** | **$216,803** | **11.8%** | **$373,828** | **17.4%** | **$380,731** | **18.3%** | **$395,461** | **18.3%** | **$397,226** | **18.0%** | **$359,027** | **16.3%** |
| | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | |
| Rent/Lease/Mortgage | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% | $0 | 0.0% Per facility lease no rent |
| Grounds Maintenance | $94,100 | 5.1% | $95,982 | 4.5% | $97,902 | 4.7% | $99,860 | 4.6% | $101,857 | 4.6% | $103,894 | 4.7% Based on FY14 actual with 2% increase per year |
| Maintenance & Repair | $42,000 | 2.3% | $42,840 | 2.0% | $43,697 | 2.1% | $44,571 | 2.1% | $45,462 | 2.1% | $46,371 | 2.1% Based on FY14 actual with 2% increase per year |
| Utilities | $23,200 | 1.3% | $23,664 | 1.1% | $24,137 | 1.2% | $24,620 | 1.1% | $25,112 | 1.1% | $25,615 | 1.2% Based on FY14 actual with 2% increase per year |
| Fire Safety and Compliance | $800 | 0.0% | $816 | 0.0% | $832 | 0.0% | $849 | 0.0% | $866 | 0.0% | $883 | 0.0% Based on FY14 actual with 2% increase per year |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| **Total Facilities** | **$160,100** | **8.7%** | **$163,302** | **7.6%** | **$166,568** | **8.0%** | **$169,899** | **7.8%** | **$173,297** | **7.9%** | **$176,763** | **8.0%** |
| | | | | | | | | | | | | |
| **Total Expenses** | **$1,837,408** | | **$2,150,169** | | **$2,083,948** | | **$2,165,431** | | **$2,202,155** | | **$2,199,614** | |
| | | | | | | | | | | | | |
| Contingency Fund | $0 | | $215,017 | | $208,395 | | $216,543 | | $220,215 | | $219,961 | Budget 10% based on total disbursement as contingency fur |
| | | | | | | | | | | | | |
| **Surplus (Deficit)** | **$43,255** | | **$301,003** | | **$761,261** | | **$865,391** | | **$824,995** | | **$827,790** | Current year is the first year to build blended IT infrastructu |

## Cash Balance

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash (Renewals, conversions, or org. funding amounts)** | **$462,826** | | **$506,081** | | **$807,084** | | **$1,568,345** | | **$2,433,737** | | **$3,258,731** | |
| **Net Surplus (Deficit)** | **$43,255** | | **$301,003** | | **$761,261** | | **$865,391** | | **$824,995** | | **$827,790** | |
| **Ending Cash** | **$506,081** | | **$807,084** | | **$1,568,345** | | **$2,433,737** | | **$3,258,731** | | **$4,086,521** | |

| CASH FLOW PROJECTIONS-YEAR 0/Planning Year | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
| **(A) BEGINNING CASH** | $462,826 | $466,430 | $470,035 | $473,640 | $477,244 | $480,849 | $484,453 | $488,058 | $491,663 | $495,267 | $498,872 | $502,476 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $148,693 | $1,784,313 |
| Meal Fees | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $3,734 | $44,804 |
| Transporation | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $379 | $4,546 |
| Nursing | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,001 |
| Title I Grant | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $45,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$156,722** | **$1,880,664** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $10,804 | $129,650 |
| Social Services (Social Worker/Counselor/Nurse) | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $2,667 | $32,000 |
| Technology Support | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Teachers | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $42,366 | $508,394 |
| Arts/PE/Comp Sci | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $2,520 | $30,240 |
| Athletics/Extracurricular Coaches | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Guidance Counselor | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $3,682 | $44,187 |
| Special Education Teacher | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $40,000 |
| Office Manager | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $3,444 | $41,332 |
| Office Assistant | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $7,258 | $87,091 |
| Business manager | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Maintenance | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $5,366 | $64,396 |
| Food Service | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $6,509 | $78,112 |
| Retirement Benefits | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $119,997 |
| Health Benefits | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $9,315 | $111,785 |
| FICA | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $1,275 | $15,303 |
| Other Payroll Expenses/Taxes | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $1,152 | $13,827 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$109,693** | **$1,316,315** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $589 | $7,074 |
| Classroom Supplies | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $25,000 |
| Computers | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $6,335 | $76,019 |
| Software | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $2,458 | $29,500 |
| Field Trips | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $80 | $959 |
| Instructional Equipment | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Library and Media Center | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $21 | $250 |
| Student Assessment | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $153 | $1,836 |
| Classroom Furniture | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $296 | $3,553 |
| PE Equipment | | | | | | | | | | | | | $0 |
| Art Supplies | | | | | | | | | | | | | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$12,016** | **$144,191** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Athletic Program | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Supplies | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $500 |
| Office Furniture | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Computers & Software | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Printing and Copy Services | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $6,300 |
| Postage and Shipping | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $58 | $700 |
| Bookkeeping | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $60,000 |
| Audit | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $917 | $11,000 |
| Payroll Services | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $175 | $2,100 |
| Banking Fees | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $63 | $750 |
| Legal Services | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Liability & Property Insurance | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $567 | $6,800 |
| Staff Development | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $25,000 |
| Special Education | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $25 | $303 |
| Health Services | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $150 |
| Staff Recruitment | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $167 | $2,000 |
| Student Recruitment | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $5,000 |
| Tech Support | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $833 | $10,000 |
| Phone/Internet Service | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $1,125 | $13,500 |
| Food Service | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $40,000 |
| Transportation | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $1,083 | $13,000 |
| Health Supplies | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $150 |
| Pest Control | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $1,000 |
| Janitorial Supplies & Services | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $5,000 |
| Waste Disposal | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Marketing | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $42 | $500 |
| Tech Infrastructure | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $1,088 | $13,050 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$18,067** | **$216,803** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Grounds Maintenance | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $7,842 | $94,100 |
| Maintenance & Repair | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $3,500 | $42,000 |
| Utilities | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $1,933 | $23,200 |
| Fire Safety and Compliance | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $67 | $800 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$13,342** | **$160,100** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$153,117** | **$1,837,408** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$3,605** | **$43,255** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$466,430** | **$470,035** | **$473,640** | **$477,244** | **$480,849** | **$484,453** | **$488,058** | **$491,663** | **$495,267** | **$498,872** | **$502,476** | **$506,081** | |

## CASH FLOW PROJECTIONS-YEAR 1

| 0 | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $506,081 | $531,165 | $556,248 | $581,332 | $606,415 | $631,499 | $656,583 | $681,666 | $706,750 | $731,833 | $756,917 | $782,001 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $209,174 | $2,510,093 |
| Meal Fees | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $8,078 | $96,932 |
| Transporation | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $820 | $9,835 |
| Nursing | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $361 | $4,329 |
| Title I Grant | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $45,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$222,182** | **$2,666,189** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $11,020 | $132,243 |
| Social Services (Social Worker/Counselor/Nurse) | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $2,720 | $32,640 |
| Technology Support | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $54,000 |
| Teachers | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $43,214 | $518,562 |
| Arts/PE/Comp Sci | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $2,570 | $30,845 |
| Athletics/Extracurricular Coaches | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Guidance Counselor | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $3,756 | $45,071 |
| Special Education Teacher | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $3,400 | $40,800 |
| Office Manager | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $3,513 | $42,158 |
| Office Assistant | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $7,403 | $88,833 |
| Business manager | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Maintenance | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $5,474 | $65,684 |
| Food Service | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $6,640 | $79,674 |
| Retirement Benefits | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $10,842 | $130,103 |
| Health Benefits | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $9,502 | $114,021 |
| FICA | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $1,366 | $16,392 |
| Other Payroll Expenses/Taxes | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $1,178 | $14,130 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Personnel** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$117,096** | **$1,405,157** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $1,061 | $12,732 |
| Classroom Supplies | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Computers | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $11,358 | $136,293 |
| Software | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $20,000 |
| Field Trips | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $81 | $978 |
| Instructional Equipment | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $417 | $5,000 |
| Library and Media Center | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $38 | $450 |
| Student Assessment | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $275 | $3,305 |
| Classroom Furniture | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $302 | $3,625 |
| PE Equipment | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Art Supplies | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$17,324** | **$207,883** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Athletic Program | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Supplies | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $510 |
| Office Furniture | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Computers & Software | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Printing and Copy Services | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $536 | $6,426 |
| Postage and Shipping | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $60 | $714 |
| Bookkeeping | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $60,000 |
| Audit | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $935 | $11,220 |
| Payroll Services | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $179 | $2,142 |
| Banking Fees | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $64 | $765 |
| Legal Services | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Liability & Property Insurance | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $578 | $6,936 |
| Staff Development | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $2,125 | $25,500 |
| Special Education | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $309 |
| Health Services | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $153 |
| Staff Recruitment | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $170 | $2,040 |
| Student Recruitment | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $5,100 |
| Tech Support | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $130,000 |
| Phone/Internet Service | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $1,148 | $13,770 |
| Food Service | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $6,000 | $72,000 |
| Transportation | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $1,105 | $13,260 |
| Health Supplies | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $153 |
| Pest Control | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $85 | $1,020 |
| Janitorial Supplies & Services | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $5,100 |
| Waste Disposal | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Marketing | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $510 |
| Tech Infrastructure | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $16,200 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$31,152** | **$373,828** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Grounds Maintenance | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $7,999 | $95,982 |
| Maintenance & Repair | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $3,570 | $42,840 |
| Utilities | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $1,972 | $23,664 |
| Fire Safety and Compliance | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $68 | $816 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$13,609** | **$163,302** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$179,181** | **$2,150,169** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | $17,918 | **$215,017** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$25,084** | **$301,003** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$531,165** | **$556,248** | **$581,332** | **$606,415** | **$631,499** | **$656,583** | **$681,666** | **$706,750** | **$731,833** | **$756,917** | **$782,001** | **$807,084** | |

## CASH FLOW PROJECTIONS-YEAR 2

| 0 | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(A) BEGINNING CASH** | $807,084 | $870,523 | $933,961 | $997,399 | $1,060,838 | $1,124,276 | $1,187,715 | $1,251,153 | $1,314,592 | $1,378,030 | $1,441,469 | $1,504,907 | |
| **Cash Receipts:** | | | | | | | | | | | | | |
| Per Pupil Revenue (local and state share), net LEA Admin fee | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $239,402 | $2,872,820 |
| Meal Fees | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $9,873 | $118,473 |
| Transporation | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $1,002 | $12,020 |
| Nursing | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $441 | $5,291 |
| Title I Grant | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $3,750 | $45,000 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **(B) Total Receipts** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$254,467** | **$3,053,604** |
| **Cash Disbursements:** | | | | | | | | | | | | | |
| **PERSONNEL** | | | | | | | | | | | | | |
| Principal | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $11,241 | $134,888 |
| Social Services (Social Worker/Counselor/Nurse) | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $2,774 | $33,293 |
| Technology Support | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $5,340 | $64,080 |
| Teachers | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $44,078 | $528,933 |
| Arts/PE/Comp Sci | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $2,622 | $31,462 |
| Athletics/Extracurricular Coaches | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Guidance Counselor | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $3,831 | $45,972 |
| Special Education Teacher | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $3,468 | $41,616 |
| Office Manager | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $3,583 | $43,002 |
| Office Assistant | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $7,551 | $90,610 |
| Business manager | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Maintenance | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $5,583 | $66,998 |
| Food Service | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $6,772 | $81,268 |
| Retirement Benefits | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $11,117 | $133,408 |
| Health Benefits | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $9,692 | $116,301 |
| FICA | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $1,404 | $16,851 |
| Other Payroll Expenses/Taxes | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $1,249 | $14,993 |
| | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **Total Personnel** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$120,306** | **$1,443,675** |
| **INSTRUCTION** | | | | | | | | | | | | | |
| Textbooks | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $1,297 | $15,562 |
| Classroom Supplies | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $2,168 | $26,010 |
| Computers | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $1,385 | $16,619 |
| Software | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $1,700 | $20,400 |
| Field Trips | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $83 | $998 |
| Instructional Equipment | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $425 | $5,100 |
| Library and Media Center | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $46 | $550 |
| Student Assessment | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $337 | $4,039 |
| Classroom Furniture | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $308 | $3,697 |
| PE Equipment | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Art Supplies | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| work study | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Out of state field study | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Instruction** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$7,748** | **$92,975** |
| | | | | | | | | | | | | | |
| **SERVICES & SUPPLIES** | | | | | | | | | | | | | |
| Student Uniforms | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Athletic Program | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Supplies | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $520 |
| Office Furniture | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Office Computers & Software | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Printing and Copy Services | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $546 | $6,555 |
| Postage and Shipping | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $61 | $728 |
| Bookkeeping | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $60,000 |
| Audit | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $954 | $11,444 |
| Payroll Services | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $182 | $2,185 |
| Banking Fees | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $65 | $780 |
| Legal Services | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Liability & Property Insurance | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $590 | $7,075 |
| Staff Development | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $1,250 | $15,000 |
| Special Education | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $26 | $315 |
| Health Services | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $156 |
| Staff Recruitment | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $173 | $2,081 |
| Student Recruitment | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $5,202 |
| Tech Support | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $10,833 | $130,000 |
| Phone/Internet Service | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $1,170 | $14,045 |
| Food Service | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $7,333 | $88,000 |
| Transportation | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $1,127 | $13,525 |
| Health Supplies | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $13 | $156 |
| Pest Control | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $87 | $1,040 |
| Janitorial Supplies & Services | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $434 | $5,202 |
| Waste Disposal | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Marketing | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $43 | $520 |
| Tech Infrastructure | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $1,350 | $16,200 |
| | | | | | | | | | | | | | $0 |
| **Total Services & Supplies** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$31,728** | **$380,731** |
| | | | | | | | | | | | | | |
| **FACILITIES** | | | | | | | | | | | | | |
| Rent/Lease/Mortgage | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Grounds Maintenance | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $8,158 | $97,902 |
| Maintenance & Repair | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $3,641 | $43,697 |
| Utilities | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $2,011 | $24,137 |
| Fire Safety and Compliance | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $69 | $832 |
| | | | | | | | | | | | | | $0 |
| | | | | | | | | | | | | | $0 |
| **Total Facilities** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$13,881** | **$166,568** |
| | | | | | | | | | | | | | |
| **(C) TOTAL DISPURSEMENTS** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$173,662** | **$2,083,948** |
| | | | | | | | | | | | | | |
| CONTINGENCY FUND | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | $17,366 | **$208,395** |
| | | | | | | | | | | | | | |
| **(D) NET REVENUE (B-C)** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$63,438** | **$761,261** |
| | | | | | | | | | | | | | |
| **ENDING CASH (A+D)** | **$870,523** | **$933,961** | **$997,399** | **$1,060,838** | **$1,124,276** | **$1,187,715** | **$1,251,153** | **$1,314,592** | **$1,378,030** | **$1,441,469** | **$1,504,907** | **$1,568,345** | |

| 0 | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Surplus (Deficit) | OK | OK | OK | OK | OK | OK |
| Ending Cash Balance | OK | OK | OK | OK | OK | OK |
| Total Facilities Costs>15% of Total Expenses | OK | OK | OK | OK | OK | OK |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cash Flow Projections:<br>Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.? | YES | YES | YES | | | |

# 6.2 CFO Resume

# Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

## Achievement

2014 Top Ten Young Professional by Chamber of Commerce

2013 Assisted Brighten Academy (2014 Charter School of the Year) obtained over 10M in bond issuance

2011 President's Award for Excellence by American Business Woman Association

2005-Current: Avolon Accounting has a presence in 13 states with its two office locations ( GA and CA)

## Education

1998-2005 California State University, Hayward. Hayward, CA

- B.S. Business Administration, Major in Accounting & CIS

## Skills

**Computer:** Microsoft Excel, Word, Publisher, PowerPoint, Access, 10 Key by touch, Lotus 123, QuickBooks (multiple version), Porpack, Advantage, and Great Plains.

**Accounting:** Earned London of Chamber Commerce and Industry Examinations Boards' certificate of second level of bookkeeping and accounts.

**Languages:** English, Mandarin, Cantonese, Kunming Dialect.

## Related Work Experiences

**01/06 – Current Avolon Accounting & CFO Service Atlanta, GA**
**Owner/ CFO consultant**

- Established sole proprietorship in Jan 05 with CA & GA locations.
- Provide full charge of bookkeeping services included but not limit to A/R, A/P, period ending closing, financial statements, cash flows, payroll, etc and secretary services.
- Provide CFO consultant services provide strategy planning in streamline accounting infrastructure, establish effective financial business models for expansion, and merge and acquisitions or exit strategy.
- Customized financial statements and reports to meet individual clients need.
- Provide HR services included but not limited to payroll processing, HR hire process and training, monitor employee benefits, etc.

**02/03 – 12/06 American Baptist Homes of the West. Pleasanton, CA**
**Accountant**

- Elected as Financial Department Representative in Steering Committee.
- Oversees 9 individual senior community properties' monthly operations by review their monthly operation reports such as tenant report, SD reports, monthly revenue reports, etc.
- Prepare each property's monthly financial statements by record their monthly activities and reconcile their individual bank statements and all related G/L accounts.
- Review and adjust each property's monthly financial statements & reports for board meeting and year ended audit. Provide reports and assistant to outside audit firms for these properties year ended audit and prepare adjustments accordingly.

# Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

**01/07 – 04/08 Gallo Reporting, LLC Atlanta, GA**

**Sr. Accountant**

- Oversees 12 companies' (over 17 office locations) monthly operation and manage their month end closing process by interact with AP, AR and Payroll department.
- Review all companies' financial statements on individual and consolidated basis. Analysis COS costs and SGA expensive monthly.
- Prepare final financial statement for controller and CFO reviews, prepare and coordinate annually audit and varies due diligence.
- Perform special analytic management reports per management request.
- Lead two staff accountants to achieve month end closing date from 45 days to 25 days.

Trained 1 Sr. accountant, 4 staff accountants & 4 GL Interns.

**08/00 – 02/03 Robert Half International Inc. Walnut Creek, CA**

**Accountant**

Completed following temporary assignments:

- 02/02 -- 02/03 GWF Energy Power System, Inc. Pittsburg, CA
  Audit varies contractors and subcontractors' monthly billings for three in progress energy power station constructions by complying individual construction code, contract terms and restrictions. Prepare varies accounting reports upon request by contractors.
- 02/01 – 03/01 Pinkerton Systems Integration Walnut Creek, CA
  Reconciled 5 banks' monthly statements, various individual Asset and Liabilities accounts. Prepared the adjustment JE entries accordingly.
- 10/00 – 02/01 Hilton Farnkopf & Hobson LLC. Walnut Creek, CA
  Processed cash receipts & disbursement, over 15 employee's payroll and expense reimbursements. Reconciled whole Year 2000 monthly bank statements, G/L balance, employee's accrue time schedule, 401K a/c and payroll ach a/c. Prepared the adjustment entries accordingly. Assist CFO with monthly financial statements.
- 10/00 JVC Partners, Inc. Walnut Creek, CA
  Reconciled 5 rental properties' individual bank statements, tenant a/c and trial balance. Prepared the adjustment entries accordingly. Assist CFO with monthly and quarterly financial statements.
- 08/00 – 10/00 Bi-Bett Concord, CA
  Audited branch's cash receipts for 1 & 2 quarters. Assisted CEO to prepare over 6 branches' quarterly profit and loss statements. Reconciled and update employee's accrue time schedule. Reconciled over 20 banks' monthly statements.

**09/99 – 07/00 Orion Pacific Traders, Inc. Walnut Creek, CA**

**Accountant**

- Fully responsible for A/R after 3 months of hiring, and fully responsible for both A/R and A/P after 6 months of hiring.
- Established and responsible for weekly cash flow projection for the following three weeks. Achieved to maintain average of $100,000.00 cash flow by carefully budget weekly cash receipt and disbursement, especially during peak trading season.
- Reconciled monthly bank statement, control petty cash and employee expenses reimbursement. Assisted CFO with monthly and annually financial statements.
- Trained three new employees for A/R, A/P and office assistant duties.

# 6.3 Federal Tax Exempt Status Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 13 2012

DESTINY ACHIEVERS ACADEMY OF
EXCELLENCE
PO BOX 361509
DECATHUR, GA 30036

Employer Identification Number:
45-2533744
DLN:
401223002
Contact Person:
GERALD HOLLAND ID# 95031
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
July 27, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

DESTINY ACHIEVERS ACADEMY OF

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

# Appendix 7

## 7.1 Student Admissions Application

## 7.2 Student Registration Packet

## 7.3 Annual School Calendar

## 7.4 Daily Schedule

# 7.1 Student Admissions Application

# REGISTRATION FORM
## 2016-2017 School Year

## Open Enrollment Information

Thank you for your interest in Destiny Achievers Academy of Excellence (DAAE). Please complete the information in this form to be included in this year's Open Enrollment Process. Please note that changes to contact information are the responsibility of the applicant. Proof of residency documentation is required to be included with this registration form. Information about proof of residency can be found on the last page. Please note that the school reserves the right to disqualify registrants from enrollment eligibility who do not provide proof of residency in the attendance zone specified in the charter. Should more registrants apply than there is capacity to enroll, the school will conduct a public lottery. Directory information such as student name and grade may be published at the conclusion of the lottery. Please notify the school on the form or in writing within 24 hours of the lottery if you do not want your child's name and grade level published. Parents/Guardians of students who are selected in the lottery shall complete an enrollment package and submit the completed information to the school within _____ business days of notification. Again, we appreciate your interest and look forward to providing an outstanding education for your child.

## Student Information

Student's Name_____

*first* *middle* *last* *nickname*

Age (as of 9-1-15) _____ Date of Birth ___/___/___

Home phone (_____)_____ Alternate Phone (_____)_____

Student's Residence Address (Note: No P.O. Boxes)

Street _____ City _____ Zip _____

Student's Current Mailing Address ☐ same as residence address

Street _____ City _____ Zip _____

## School Information

Grade for the 2016 – 2017 school year:

☐ 9 ☐ 10 ☐ 11 ☐ 12

# Parent/Guardian Information

Student lives with:
☐ Both parents ☐ Both parents (joint custody)
☐ Mother only ☐ Father only
☐ Other (please specify) _____

Father's Name _____ ☐ same as student's address
Street _____ City _____ Zip _____
Home Phone _____ Work Phone _____
Cell Phone _____
E-mail Address _____

Mother's Name _____ ☐ same as student's address
Street _____ City _____ Zip _____
Home Phone _____ Work Phone _____
Cell Phone _____
E-mail Address _____

# Sibling Information

List additional students that will be participating in the Open Enrollment Process for 2016-2017

| Name | Birth Date | Current Grade |
|---|---|---|
| | _____/_____/_____ | |
| | _____/_____/_____ | |
| | _____/_____/_____ | |

The information provided is accurate to the best of my knowledge. I understand the provisions of the Open Enrollment Process provided on page 1 of this form and within the policies of the school.

☐ My child's name and grade may be published as notification of the lottery drawing.
☐ My child's name and grade may NOT be published as notification of the lottery drawing.

_____ _____
Parent/Guardian Signature Date

# Proof of Residency Requirements

Appropriate records for verification of residency must include any **two** of the following:

- Copy of home mortgage payment book
- Current utility bill (gas, electric, or water)
- Apartment lease showing name of legal guardian
- Homeowner's insurance registration/card
- Current Paycheck stub
- Current Bank statement
- Copy of sales contract
- Receipt to have utilities connected

AFFIDAVIT OF RESIDENCY

I, _____ certify, swear and/or affirm as follows:

1. That I am the parent/court appointed guardian of the child listed above.

2. That the child listed above resides with me full time at the address listed above.

3. That I understand that I must immediately notify the school if I change residence, or if the child listed above should change residence.

4. That the above information is to the best of my knowledge and belief, true, correct, and complete.

5. That I understand that representatives of the school may visit my home to verify residency, and I hereby voluntarily consent to such visits.

6. That representatives of the school may verify residency through property management, homeowners, landlords, and/or utilities, and I hereby voluntarily consent to such verification.

7. That I understand that a student enrolled in the school under falsified information is illegally enrolled and will be immediately withdrawn from school.

8. That I understand that false swearing is violation of the laws of the State of Georgia, punishable by a fine of not more than $1,000 or by imprisonment for not less than one or more than five years, or both. O.C.G.A. 16-10-71.

**Proof of residency is required to enter the lottery drawing and at the beginning of each new school year.** Failure to do so can result in your child(ren) being withdrawn from the school. Proof of residency will be due the first week that school is back in session for the 2016 – 2017 school year.

# 7.2 Student Registration Packet

## 2016-2015 Enrollment Application and Policy Packet

To enroll your child(ren) at the Destiny Achievers Academy of Excellence (DAAE), call us at _____, or visit our website _____ or stop by our Enrollment Office to obtain a copy of the complete Enrollment Application, Affidavit of Residence, and Policy Packet.

- Parents/Guardians who have completed our Enrollment Application and Affidavit of Residence **during** the Open Enrolment period ending prior to March 15, 2016, will only need to complete the registration packet.

- Parents/Guardians who wish to enroll their child(ren) **after** the Open Enrollment period, if seats are available (early to mid-March 2015) must complete our Admissions Application, Affidavit of Residence, and Registration Packet.

Parents/Guardians may submit the Enrollment Application, Affidavit of Residence, and Registration Packet in person (with proper identification) to our Enrollment Office in order to fully enroll their child(ren).

Parents/Guardians who have completed our Admissions Application and Affidavit of Residence during the Open Enrollment period are strongly encouraged to submit their completed Registration Packet as soon as possible to complete their child(ren)'s enrollment at DAAE.

All grade levels will continue to enroll students until capacity for each grade is reached and then a wait-list will be established. Final acceptance and enrollment of your child(ren) at DAAE is contingent upon verification of information submitted and the qualification of the student's residency in the DeKalb County School District.

**Enrollment Office**
**Address and Contact Information**

_____

*DAAE prohibits discrimination in employment, educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associated preference. For inquiries or to file a concern, please contact us at _____.*

**COMPLETE THESE REQUIRED FORMS**

- ☐ Legal Documentation Form
- ☐ Home Language Survey
- ☐ Student Service Intake Form
- ☐ Medical and Emergency Information 1
- ☐ Medical and Emergency Information 2
- ☐ Student Release Information
- ☐ Media Release Form
- ☐ Request for Records
- ☐ Family Contract
- ☐ Student Contract

**BRING IN THESE REQUIRED DOCUMENTS**

- ☐ Copy of child's Social Security Card (Social Security Card is Optional.)
- ☐ Copy of child's Birth Certificate (Government Issued)
- ☐ Child's Current Immunization Records (Georgia Form 3231)
- ☐ Current eye, ear, and dental (Georgia Form 3300)
- ☐ Last Report Card
- ☐ Current Disciplinary Records from previous school
- ☐ Copy of IEP or 504 (for special education students only)
- ☐ Proof of Legal Guardianship (If applicable)

# CONTACT INFORMATION

Primary Contact First Name | Middle Name | Last Name | Suffix

Address

City | State | Zip

Phone Number ❑Check if text enabled cell phone | Alternate Phone Number ❑Check if text enabled cell phone

Email | Relationship to Student

## LEGAL DOCUMENTATION

Student Last Name:

To ensure that your child/children's visitor and/or release process is handled in the safest manner, the following information is needed at the time of enrollment.

1. Complete all information on the Student Release Information

2. A copy of any paper work that shows parental/ guardianship of your child/ children

    A. Adoption papers
    B. Foster care
    C. Order of Protection
    D. Any other legal documents signed by a judge.

Please check the appropriate box below.

Student First Name:

- ❑ No, I do not have any legal documentation on my child of which the school should be made aware.
- ❑ Yes, I do have legal documentation that the school needs, and I will provide the school with a copy of the documentation.
- ❑ Yes, I do have legal documentation that the school needs, but I will not be providing a copy of the necessary documentation.

It is the parent's/guardian's responsibility to keep the school updated on any legal custody changes, temporary or permanent. By signing your name below you are acknowledging that you have read and understand the above information.

Student Grade:

*Print Name of Parent/Guardian* *Relationship to Student*

*Parent/Guardian Signature* *Date*

# HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) and the Georgia Department of Education require that school districts and charter schools identify Limited English Proficient (LEP) students in order to provide appropriate language instructional programs for them. DAAE has selected the Home Language Survey as the method for determining if the student is a language-minority student.

**School:** Destiny Achievers Academy of Excellence

*Student's Name* *Grade*

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English? □ Yes □ No
*(Do not include languages learned in school.)*

If yes, specify the language(s):_____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended any United States school in any three (3) years during his/her lifetime?
□ Yes □ No
If yes, complete the following:

| Name of School | State | Dates Attended |
|---|---|---|
| | | |
| | | |
| | | |

*Print Name of Parent/Guardian* *Relationship to Student*

*Parent/Guardian Signature* *Date*

# STUDENT SERVICE INTAKE FORM

Student Last Name:

Student First Name:

Student Grade:

DAAE is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this page with care.

| **SECTION 1** | | |
|---|---|---|
| **Check Yes or No as applicable** | **Yes** | **No** |
| Has your child ever been screened for special education? | | |
| If yes, what school/facility did testing: | | |
| Does she/he currently qualify? If yes, please complete section 2 of this form. | | |
| Does your child take medication for any medical reason (ADHD, Diabetes, etc.)? | | |
| If yes, what medication? | | |
| Does your child wear glasses? | | |
| Does your child use a hearing aid? | | |

| **SECTION 2 – FILL OUT ONLY IF YOUR CHILD HAS A CURRENT IEP OR 504 PLAN** |
|---|
| What type of plan does your child have? IEP _____ 504 Plan ____<br>If your child has either of these, you must submit a copy to DAAE as soon as possible. |
| Diagnosis (check all that apply): |

| | | | | | |
|---|---|---|---|---|---|
| ☐ | Learning Disability in ☐ Reading ☐Math ☐Written Expression | | | | |
| ☐ | Mental Retardation | ☐ | Traumatic Brain Injury | ☐ | Other Health Impaired |
| ☐ | Emotional Disturbance/Behavior Disorder | ☐ | Speech/Language Impairment | ☐ | Visual Impairment |
| ☐ | Hearing Impairment | ☐ | Orthopedic (Physical) Impairment | ☐ | Young Child with a Developmental Delay |
| ☐ | Autism | ☐ | Other: | | |

Because we are legally obligated to provide your child with all appropriate services on his/her IEP or 504 Plan, it is extremely important that you let us know if your child has an IEP or 504 Plan. Your signature indicates that all information on this form is correct. Please sign below to indicate that you understand this and have provided full and accurate information.

*Print Name of Parent/Guardian* *Relationship to Student*

*Parent/Guardian Signature* *Date*

## MEDICAL AND EMERGENCY INFORMATION 1

**Please list any allergies to environment, food, or medication and the reaction to each:**

| Allergy | Reaction |
|---|---|
| | |
| | |
| | |

**Please list your child's health history, including illnesses, diseases, or surgeries and year of each where applicable:**

| Illness, Disease, Surgery | Year | Illness, Disease, Surgery | Year |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Please list your child's current medication(s):**

| Medication | Dose | Amount | Form | # of Times per Day | Prescribing Doctor / Phone Number |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

Please state why your child is taking this medication (the doctor's diagnosis):

***IF YOUR CHILD IS ON MEDICATION PRESCRIBED BY A MEDICAL DOCTOR THAT REQUIRES HIM/HER TO TAKE IT DURING THE SCHOOL DAY, THE MEDICATION MUST BE BROUGHT TO THE SCHOOL NURSE IN ITS ORIGINAL CONTAINER WITH THE PRESCRIPTION LABEL ON IT. NEITHER THE NURSE NOR DAAE WILL STOCK OR GIVE OUT ANY OVER THE COUNTER MEDICATION.**

Student Last Name:

Student First Name:

Student Grade:

Student First Name:

Student Grade:

# MEDICAL AND EMERGENCY INFORMATION 2

**Medical and Emergency Information**

*I give permission to* DAAE *to seek medical treatment for my child in the event of a medical emergency. I will be responsible for the cost of any emergency medical care provided to my child.*

_____

*Student's Doctor* *Doctor's Phone Number*

_____

*Preferred Hospital*

_____

*Parent/Guardian Signature* *Relationship to Student* *Date*

Insurance Carrier: _____ Type of Insurance: _____

Insurance Policy #:_____

Or ____ My child is not covered by medical insurance.

_____

*Print Name of Parent/Guardian* *Relationship to Student*

_____

*Parent/Guardian Signature* *Date*

# STUDENT RELEASE INFORMATION

Student Last Name:

**Student Release Information**

To ensure the safety of all students, parents or guardians must provide the school with the following information. The main office will keep a copy of this form. **Your child will not be released to anyone other than those who are authorized on this form, and only to authorized persons who are over the age of 18. Everyone listed below will be required to provide valid photo identification when coming to pick up your child.**

**The list below includes the people that can pick up my child from school for an emergency or for regular release. I understand they are required to show photo identification when picking up my child.**

Student First Name:

Student Grade:

| Name | Phone | Relationship | Age |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*Print Name of Parent/Guardian* *Relationship to Student*

*Parent/Guardian Signature* *Date*

# *MEDIA RELEASE FORM*

DAAE actively engages in multiple print, internet and broadcast media projects. One goal of the school is to promote and publicize the accomplishments of the students – awards, competitions, human-interest stories, and other events that highlight the many successes which occur at our school. Only students with completed release forms will be considered for these projects.

I, (parent name) _____, grant permission as the legal parent/guardian of (student name) _____, DAAE to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

I, (parent name) _____, do NOT grant permission as the legal parent/guardian of (student name) _____, to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

*Print Name of Parent/Guardian* *Relationship to Student*

*Parent/Guardian Signature* *Date*

# REQUEST FOR RECORDS

**Parent/Guardian - Please complete top portion only.**

*Student Last Name* | *Student First Name*

*Date of Birth* | *Grade* | *Former Student School ID# (if available)*

*Student's Former School*

*School Address* | *City* | *State* | *Zip*

*School Phone Number* | *School Fax Number*

*Parent/Guardian Signature* | *Date*

**Attn: School Records Clerk**
**From: The Destiny Achievers Academy of Excellence**

The above named student has applied for enrollment at DAAE for the 2015-2016 school year. Please include the contents of the student's cumulative records, including but not limited to Transcripts, Health Records, Report Cards, Behavior Record, Special Education Reports, Primary Language and Standardized Test Scores.

**Please forward all Educational Records To:**
**Attention: School Records Department**

**Destiny Achievers Academy of Excellence**
Enrollment Office
_____
_____

Parental permission is no longer required when records are requested by authorized personnel (Family Educational Rights and Privacy Acts, Final Rule on Educational Records, Federal Register, and June 17, 1976. Vol. 41 No 118, page 24673).

Thank you in advance for your prompt attention to this matter.

*PRINT First Name* | *PRINT Last Name* | *Authorized DAAE*

*Authorized DAAE Signature* | *Date*

# FAMILY CONTRACT

The DAAE will provide a learning environment for all students that demands high educational standards and high levels of parent/guardian involvement and responsibility.

As a parent/guardian, I am the person most responsible for my child's education. I will be a partner with the DAAE and my child in promoting his or her academic achievement and character development. I understand that for my child to attend this school, I must meet the responsibilities listed below. I know that there are other public school options in this attendance zone, and I have decided that a high level of parental involvement meets the needs of my family.

**Parent / Guardian Responsibilities**

1. I will abide by the uniform policy, thereby ensuring my child is dressed in the required DAAE Uniform every day that he/she attends school.
2. I will donate at least 5 hours/quarter (two parent families) or 2.5 hours (single parent families) of volunteer service to the school each school year.
3. I will participate in at least one fundraising event during the year.
4. I will know and reinforce school rules.
5. I will attend all required parent-teacher conferences; at minimum, I will participate in 2 planning meetings for my child's Individual Learning Plan per school year.
6. I will have my child at school, ready to learn each day by 8:00 am and I will follow all policies as outlined in the Student Handbook

   Attendance and Tardiness Policy.
7. I will help my child learn by checking for home enrichment assignments throughout the week and by making sure there is a quiet area in my home for him or her to do their assignments.
8. I will read to or make sure that my child reads for a minimum of 20 minutes per day, 4 days per week.
9. I will review and immediately answer any messages that I get from my child's teacher. I will review, sign and return my child's courier each week.
10. I will report any illness or absence to the school and keep my child home if he or she is ill.
11. I will immediately inform the school as to any change in my child's transportation. I understand that this is necessary for the safety of my child.
12. I will let the school administration and teacher know of any change in address, phone number, or family status for my child within 7 days. I will inform the school administration immediately if our family moves outside the DeKalb County School District's attendance zone.
13. I will meet all my financial obligations to the school (i.e. after-school fees, library fines, etc.) within the current school year. I understand that I may make arrangements for a payment plan and that it is my responsibility to contact the Chief Learning Officer or Bookkeeper to make arrangements if necessary. *(I understand that if I have outstanding debts to the school, I will not receive Report Cards or be able to have my child's records transferred to another school.)*

(continued)

**Parent/Guardian Rights**

1. My child will learn in a safe and healthy environment.
2. My child's teacher will communicate with me regularly about my child's progress.
3. I will receive written goals, plans, curriculum, and behavioral standards for my child's classroom at the beginning of the school year.
4. I will have access to board meeting agendas, meetings, and minutes.
5. I may serve on a committee or subcommittee or in the parent/community volunteer program.
6. I may give input on curriculum, leadership, and other decisions about the school.
7. I may give staff feedback about the strengths and weaknesses of the school's program. This feedback includes filling out a survey at the end of the school year.

**How *Destiny Achievers Academy of Excellence will be* my partner**

1. The school will be flexible in setting up parent-teacher conferences so I can attend.
2. The school will hold family meetings at different times to meet different family schedules.
3. The school will offer me many kinds of volunteer opportunities to best link the talents and interests of my family with the needs of the school.
4. The school will provide the schedule of school events and meetings in ample time for me to attend them.
5. The school administration and staff will be available to meet if a family situation comes up that keeps me from meeting my obligations.

**Statement of Understanding and Agreement**

I, _____, understand that I must agree to all terms of this Family Contract in order to enroll my child at DAAE. I understand that it is my responsibility to sign and return this **original** contract to the Registration Representative or the School Administration. I understand that if I do not live up to the terms of this contract, my child may not be able to return to the DAAE.

Name of Child #1_____
Last Name First Name Grade 2014-15

Name of Child #2_____
Last Name First Name Grade 2014-15

Name of Child #3_____
Last Name First Name Grade 2014-15

**Please check one:**

____Two Parent/Guardian (5 volunteer hours/quarter)

____Single Parent/Guardian (2.5 volunteer hours/quarter)

**(continued)**

**I agree to all terms of this contract (*if two parent/guardian family-both must sign*),**

**Parent or Guardian #1** Name (print): _____

(signature):_____

Date_____ Relationship to the Child(ren)_____

**Parent or Guardian #2** Name (print): _____

(signature):_____Date_____

Relationship to the Child(ren)

**For Destiny Achievers Academy of Excellence**

Signature of Registration Representative_____

Date_____

***The registration representative will give me a copy of this contract.***

# STUDENT CONTRACT

The DAAE will provide a learning environment for all students that demands high educational standards and high levels of parent/guardian involvement and responsibility.

As a student, I am the person most responsible for myself and my own education. I will be a partner with the DAAE. I understand that to attend this school, I must meet the responsibilities listed below.

**Student Responsibilities**

1. I will abide by the uniform policy, thereby dressing in the required DAAE Uniform every day that I am in attendance. I know that I will be dismissed from school should I come to school in anything other than the uniform.
2. I will participate in the required number of community service hours applicable for my grade level.
3. I will know and reinforce school rules.
4. I will arrive at school, be in my seat, and ready to learn each day by 8:00 am.
5. I will follow all policies as outlined in the Attendance and Tardiness Policy.
6. I will complete all homework and home enrichment assignments throughout the week; making sure there is a quiet area for me to do my assignments.
7. I will read (or have my parents read to me) for a minimum of 20 minutes per day, 4 days per week.
8. I will deliver all notes/messages/delinquency notices/graded tests/graded homework/invoices from my teacher to my parents/guardians and return signed documents as required.

**Statement of Understanding and Agreement**

I, _____, understand that I must agree to all terms of this Student Contract in order to remain enrolled at the DAAE. I understand that it is my responsibility to sign and return this **original** contract to the Registration Representative or the School Administration. I understand that if I do not live up to the terms of this contract, I may not be able to return to the DAAE.

**I agree to all terms of this contract,**

**Student:** Name (print): _____

(signature):_____Date_____

**For Destiny Achievers Academy of Excellence**

**Signature of Registration** Representative_____Date_____

***The registration representative will give me a copy of this contract.***

# 7.3 Annual School Calendar

Destiny Achievers Academy of Excellence

# 2015-2016 DeKalb County Calendar

## August

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

3-5: Teacher Work Days

6: Students 1st day

## September

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

7: Labor Day Holiday

## October

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

8: End of 1st 9-weeks(45 days)

12-14 Fall Break

14: Work Day

## November

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

11: Veterans Day Holiday

25-27: Thanksgiving Holiday

## December

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

18: End of 2nd 9-weeks (44 days)

21-31: Christmas Break

## January

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

1: New Years Day

4: Work Day

18: Holiday

## February

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

15: Holiday

16: Work Day

## March

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

11: End of 3rd 9-weeks(46 days)

25: Weather Day

28-31: Spring Break

## April

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1: Spring Break

## May

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

6 Weather Day

24: Students Last Day; End of 4th 9-weeks(45 days)

25: Teacher Work Day

Destiny Achievers
Proposed Balanced Calendar 2016-2017

August 1- September 30 (45 days)
October 3 - 7 Intersession (5 days)
October 10-14 Fall Break (5 days)
October 17 – November 18 (25 days)
November 28 – December 23 (20 days)

OR

November 21 – 23 (only two days for Thanksgiving)
November 28 – December 20 (20 days)

Christmas Holidays: December 24 – January 1 (9 days)

OR

December 21 – January 1(12 days)

January 2 – 31 (21 days) January 16th holiday
February – 1 – 28 (19 days) President's Day
March 1 – 7 (5 days)
March 8 – 10 Intersession (3 days)
March 13-17 Spring Break (5 days)
March 20 – May 19 (45 days)

# 2015 – 2016 Testing Calendar

Below is a list of dates when DeKalb students will take national, state, and system assessments during the 2014-2015 school year. Attendance has a direct influence on student achievement. As a result, it is important that students are present in school every day, especially on test days. Attendance on designated test days give students an opportunity to show what they know, providing teachers with valuable information that will help to improve teaching and learning.

---

**Elementary School Testing Dates**

| | | |
|---|---|---|
| Sept. 8 – 11, 2015 | Cognitive Abilities Test (CogAT) | Grades 1, 3, and 5 |
| Sept. 14 – 25, 2015 | Iowa Tests of Basic Skills (ITBS) | Grades 1, 3, and 5 |
| Jan. 19 – Mar. 1, 2016 | ACCESS for English Language Learners (ELLs) | Grades K – 5 |
| April 18 – April 29, 2016 | Georgia Milestones (EOG) | Grades 3 – 5 |

**Middle School Testing Dates**

| | | |
|---|---|---|
| Sept. 8 – 11, 2015 | Cognitive Abilities Test (CogAT) | Grade 7 |
| Sept. 14 – 25, 2015 | Iowa Tests of Basic Skills (ITBS) | Grades 7 |
| Jan. 19 – Mar. 1, 2016 | ACCESS for English Language Learners (ELLs) | Grades 6 – 8 |
| April 18 – April 29, 2016 | Georgia Milestone End of Grade (EOG) | Grades 6 – 8 |
| May 4 – May 11, 2016 | Georgia Milestone (EOC) (Carnegie Credit Courses) | Grade 8 |

**High School Testing Dates**

| | | |
|---|---|---|
| Aug. 17 – 21, 2015 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| Sept. 14 – 18, 2015 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| Oct. 13 – 16, 2015 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| Oct. 14, 2015 | PSAT | Grade 9 - 11 |
| Oct. 30 – Nov. 24, 2015 | International Baccalaureate (IB) Exams | Grade 9-12 |
| Nov. 4– Nov. 18, 2015 | CTAE End of Pathway Exams | Grades 9 - 12 |
| Nov. 16 – 20, 2015 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| Dec. 7, 2015 – Dec. 14, 2015 | Georgia Milestone (EOC) **Winter Main Administration** | Grades 9 – 12 |
| Jan. 19 – Mar. 1, 2016 | ACCESS for English Language Learners (ELLs) | Grades 9 – 12 |
| Jan. 19 – 22, 2016 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| Feb. 16– 19, 2016 | Georgia Milestone (EOC) Mid-Month/Retest | Grades 9 – 12 |
| Apr. 13 – Apr. 29, 2016 | CTAE End of Pathway Exams | Grade 9 - 12 |
| Apr. 29 – May 26, 2016 | International Baccalaureate (IB) Exams | Grade 9-12 |
| Mar. 9 – 13, 2016 | Georgia Milestone (EOC) Mid-Month | Grades 9 – 12 |
| May 4 – May 11, 2016 | Georgia Milestone (EOC) **Spring Administration** | Grades 9 – 12 |
| May 4 – 15, 2016 | Advanced Placement (AP) Exams | AP Students |
| Jun. 29 – Jul. 1, 2016 | Georgia Milestone (EOC) **Summer/Retest Administration** | Grades 9 – 12 |

**Student Learning Objectives**

Students must participate in SLO Pre and Post Assessments for all courses where there is not a state required test Pre-Assessments must be administered within the first 10 days of a student entering a course and Post-Assessments must be administered at the end of each course and no later than May 20, 2016.

**Universal Screener**

| | | |
|---|---|---|
| Aug. 10-Sep 8, 2015 | District Screening Window – Fall | Grades K – 10 |
| Jan. 5 – Feb 3, 2016 | District Screening Window – Winter | Grades K – 10 |
| Apr. 25 – May 24, 2016 | District Screening Window – Spring | Grades K – 10 |

All Students in grades K-10 are required to participate in the three District Universal Screener Windows. All schools should test any additional students that require additional instructional support. Multiple windows should also be established to monitor student progress with this instructional support tool.

Local Schools will communicate testing dates within administration windows. Contact your local school with questions.
This calendar is produced by DeKalb County School District's Department of Research, Assessment, and Grants.

This calendar is subject to change pending additional and timely information from the GADOE regarding state assessments.

# 7.4 Daily Schedule

# Destiny Achievers Academy of Excellence
# School Daily Schedule

## 2016-2017 SY

## Shift I
## Classes begin at 8:00am and end at 1:00pm;
## Lunch from 1:00-1:30pm

**1st 8:00 - 9:00**
**2nd 9:00-10:00**
**3rd 10:00-11:00**
**4th 11:00-12:00**
**5th 12:00-12:30**
**12:30- 1:00pm**

## Shift II
## Classes begin at 1:00pm and end at 6:00pm
## Lunch from 12:30 – 1:00pm

**6th 1:00- 2:00**
**7th 2:00- 3:00**
**8th 3:00- 4:00**
**9th 4:00- 5:00**
**10th 5:00- 6:00**

# Appendix 8

## 8.1 School Building Floor Plans

## 8.2 Lease with Church Questionnaire

## 8.3 Facility Lease Agreement

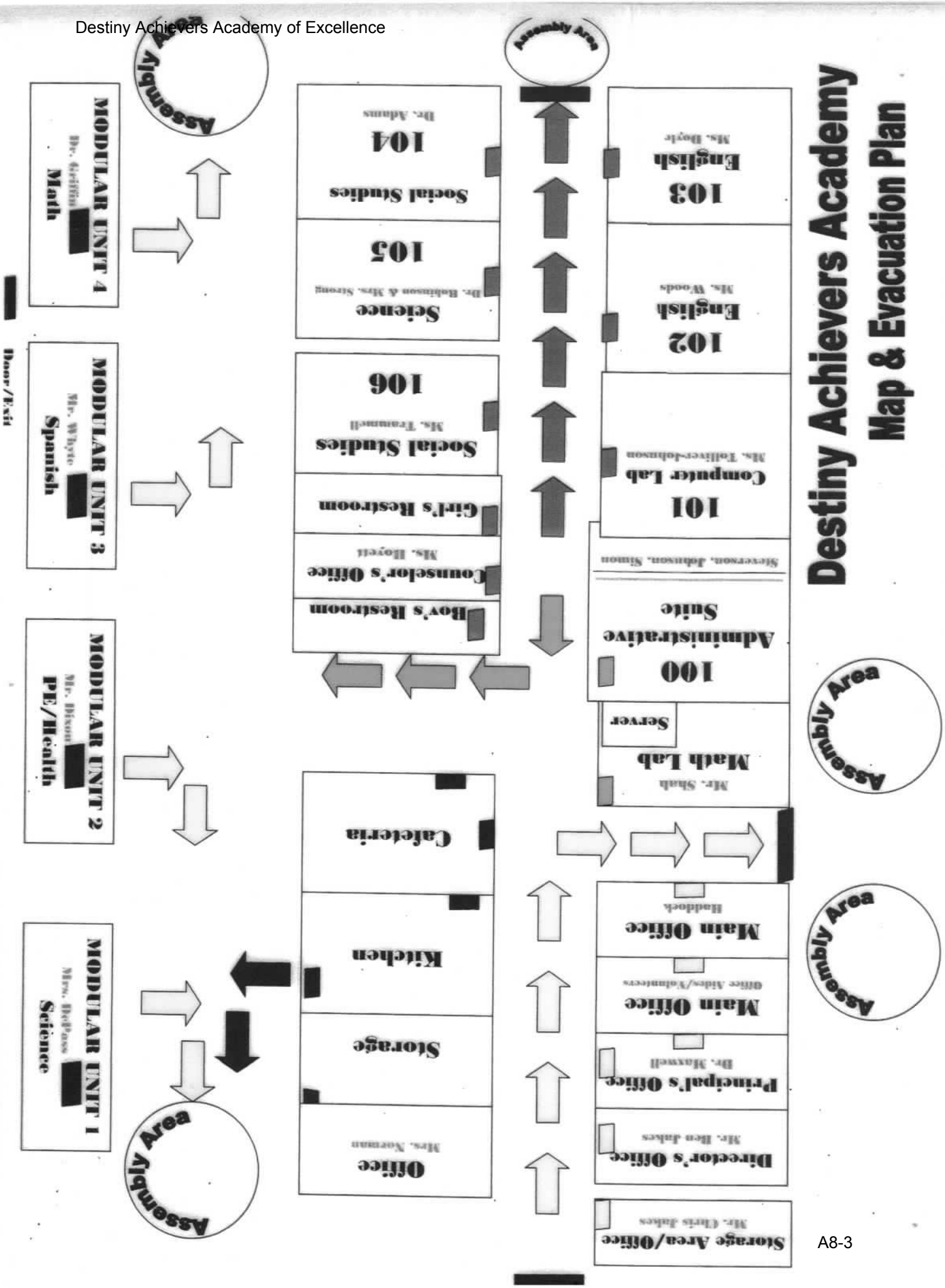
## 8.4 Site Selection Form

## 8.5 Certificate of Occupancy

## 8.6 School Safety Plan

# 8.1 School Building Floor Plans

# Destiny Achievers Academy
## Map & Evacuation Plan



# 8.2 Lease with Church Questionnaire

# Public Charter School Lease or Contract Arrangement with Church or Other Religious Organization Questionnaire

Name of Charter School: **Destiny Achievers Academy of Excellence, Inc.**

Address of School Building: **3595 Linecrest Road, Ellenwood, Georgia 30294**

Name of Lessor: **New Birth Missionary Baptist Church**

Please answer the following questions as detailed as possible. If the question is not applicable, please indicate in your response the reason that the question does not apply.

1) Is there a church connected to the school building? **NO**

2) What proportion of the members of the Academy's board of directors are also officers, board members or employees of the non-public school? **NONE**
Also what proportion of the charter board of directors are members of the church?
**Only one board member is currently a member of the Church**

3) Will there be any shared time programs with the church? **No**

4) If the church is connected to the school building, does the school building have a separate entrance from the church entrance? Is the separate entrance clearly marked and identified? **The church is not connected to the building.**

5) Will there be any religious symbols, pictures or statues in the school building? Will there be any religious symbols, pictures or statues in the classrooms and common areas used by charter students? **NO**

6) Will the church conduct any programs in the building during school hours? If so, will the church programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground or lunchroom)? **NO**

7) Will the school have its own signage separate from the church signage to indicate that it is not organized by or affiliated with the church? **YES**

8) Do the church and the school plan to share employees, textbooks or services (e.g., transportation, food service)? **NO**

9) Is the school parking lot separate from the church parking lot? **YES**

10) Is the Academy being operated or organized by the church or any other religious organization? Will the Academy have any organizational ties or affiliations with the church that would be prohibited by state and federal constitutional laws? **NO**

11) Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church personnel)? **NO**

12) Are there any provisions in the proposed lease agreement requiring the charter to teach or promote religion? **NO**

13) Please describe how the Charter Governing Board will notify the general public that the charter is a public school and that it is not operated by or affiliated with the church.
**The Governance Board of the Charter School shall notify the general public about the school through its website and marketing materials that Destiny Achievers Academy of Excellence is a public school and that it is not affiliated or operated by the church.**

14) Please describe how the charter will advertise that it is enrolling students and the procedures for applying for enrollment.
**The Governance Board of the Charter School shall notify the general public about the school's enrollment process, timeline and admission policies and procedures through the school's website and marketing materials as well as during its open house events, parent meetings, direct mail, community meetings and so forth.**

15) Is the agreed rental rate similar to the rate that is being charged for structures of similar size and in the same general location? **YES**

16) Did the charter engage in a legitimate search for other potential sites? **YES**

17) Is the church building used for any other public functions? **NO**

18) Does the lease contain any restrictions on the school's curriculum or activities? **NO**

The following questions apply only to applicants/academies requesting to utilize a non -public school building operating during the past 12 months as a school building.

19) Does the governing body of the non-public school plan to dissolve or discontinue the nonpublic school? If so, please disclose whether the non-public school has outstanding debts and how those outstanding debts will be retired. **NA**

20) How many students currently or formerly enrolled at the non-public school affiliated with the religious organization have communicated interest in enrolling in the charter? **NA**

21) How many currently or formerly enrolled non-public school students does the charter anticipate will apply for enrollment? **NA**

22) How many teachers formerly employed by the non-public school or church will become or are now employees of the Academy or an educational service provider that will contract or currently contracts with the Academy? **NA**

# 8.3 Facility Lease Agreement

## Lease Agreement
## Between
## New Birth Missionary Baptist Church and Destiny Achievers Academy Of Excellence

**This lease** is made between the New Birth Missionary Baptist Church
Herein called Lessor, and the Executive Director
Of Destiny Achievers Academy Of Excellence, Inc.
Herein called Lessee.
Lessee hereby offers to lease from Lessor the premises situated in the city of Ellenwood, County of DeKalb, State of Georgia described as Destiny Academy Of Excellence – 3595 Linecrest Road,
Upon the following TERMS and CONDITIONS:

1. **Terms and Rent.** Lessor hereby leases to Lessee and Lessee hereby hires the space presently known as: 3595 Linecrest Road the building, parking spaces, and all other adjunct property referred to below as the property.
   The property is leased for a term of 96 months, to commence on July 1, 2011 and continue until June 30, 2019. The total term rental is the sum of $0.00. The Lessee shall be responsible to pay all cost of Operations which is approximately $75,000 per year, not to exceed $100,000 per year. In lieu of rent the Lessee shall pay annual property taxes.

2. **Use.** Lessee shall use and occupy the premises as an Alternative Education Program for "At- Risk" kids and their families and for no other purpose. Lessor represents that the premises may be lawfully used for such purpose.

3. **Care and Maintenance of Premises.** Lessee acknowledges that the premises are in good order and repair, unless otherwise indicated herein. Lessee shall, at his own expense and at all times, maintain the premises in good and safe condition, including plate glass, electrical wiring, plumbing and heating installations and any other system or equipment upon the premises and shall surrender the same, at termination hereof, in as good condition as received, normal wear and tear excepted. Lessee shall also maintain in good condition such portions adjacent to the premises, such as sidewalks, driveways, lawns and shrubbery, which would otherwise be required to be maintained by Lessor.

4. **Alterations.** Lessee shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements, in to or about the premises.

5. **Ordinances and Statutes.** Lessee shall comply with all statutes, ordinances and requirements of all municipal, state and federal authorities now in force or which may hereafter be in force, pertaining to the premises, occasioned by or affecting the use thereof by Lessee.

6. **Assignment and Subletting.** Lessee shall not assign this lease without prior written consent of the Lessor, which shall not be unreasonably withheld. Subletting shall be acknowledged as long as it is complementing the program USE clause. Any such assignment without consent shall be void and at the option of the Lessor, may terminate this lease.

7. **Utilities.** All applications and connections for necessary utility services on the demised premises shall be made in the name of Lessee only, and Lessee shall be solely liable for

utility charges as they become due, including those for sewer, water, gas, electricity, and telephone services.

8. **Entry and Inspection.** Lessee shall permit Lessor or Lessor's agents to enter upon the premises at reasonable times and upon reasonable notice, for the purpose of inspecting the same, and will permit Lessor at any time within sixty (60) days prior to the expiration of this lease to place upon the premises and usual "To Let" of "For Lease" signs, and permit persons desiring to lease the same to inspect the premises thereafter.

9. **Indemnification of Lessor.** Lessor shall not be liable for any damage or injury to Lessee, or any other person, or to any property, occurring on the demised premises or any part thereof, and Lessee agrees to hold Lessor harmless from any claims for damages, no matter how caused.

10. **Insurance.** Lessee, at his expense, shall maintain plate glass and public liability insurance including bodily injury and property damage insuring Lessee and Lessor with minimum coverage as follows:
    Lessee shall provide Lessor with a Certificate if Insurance. The Certificate shall provide for a ten-day written notice to Lessor in the event of cancellation or material change of coverage. To the extent permitted by insurance policies which may be owned by Lessor of Lessee, Lessee and Lessor, for the benefit of each other, waive any and all rights of subrogation which might otherwise exist.

11. **Attorney's Fees.** In case suit should be brought for recovery of premises or for any sum due hereunder, or because of any act which may arise out of the possession of the premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including a reasonable attorney's fee.

12. **Waiver.** No failure of Lessor to enforce any term hereof shall be deemed to be a waiver.

13. **Subordination.** This lease is and shall be subordinated to all existing and future liens and encumbrances against the property.

14. **Entire Agreement.** The foregoing constitutes the entire agreement between the parties and may be modified only by a writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof:

Signed this 6th day of July, 2010.

By: _____ Lessor

By: _____ Lessee

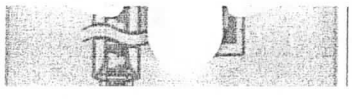
# 8.4 Site Selection Form

ATTACHMENT J

GEORGIA DEPARTMENT OF EDUCATION

# A GUIDE TO SITE/FACILITY SELECTION FOR PROPOSED SITES WHEN THE PROPERTY WILL NOT BE OWNED BY A SCHOOL SYSTEM

GEORGIA DEPARTMENT OF EDUCATION
FACILITIES SERVICES UNIT
July 1, 2006



# A GUIDE TO SITE/FACILITY SELECTION

The attached form is designed for use by a local school system in making determinations concerning the acceptability of a site/facility that will be owned by a charter school, leased, or used by contractual agreement without the school system having fee simple title to the property.

## Definitions

**Site:** **A defined area of land for a facility**
**Facility:** **A building or group of buildings on a site**
**Site/Facility:** **Refers to a site and/or Facility**

## Good Sites/Facilities are Important

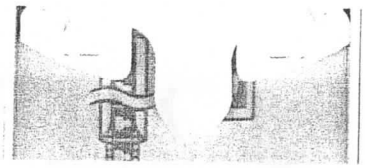
A good, well-developed site and a well-equipped, functionally designed facility is a basic physical tool for a quality education. Without one or the other, the educational program may suffer. Current school programs include many activities that must be carried on outside the walls of the physical plant. Well-planned and properly developed outdoor areas are essential to support outdoor activities, provide vehicular circulation, adequate and convenient parking and also be conducive to the safety of children. The site is an integral part of the total facility and may enhance or inhibit the achievement of a school's educational objectives.

Environment is an influential factor in the lives of young children. Therefore, the facility site should contribute positively to the health, safety and social aspects of a child's life at school.

Choosing a good site/facility is one of the important early steps in overall planning. Success or failure in this initial step will be reflected in every subsequent stage in the developmental process.

For these reasons, the choice of a site/facility requires careful study, including a thorough and objective evaluation. Much thought should be given to the basic principles involved in good site/facility selection.

These principles, when studied in the light of their relation to the local situation, should provide a basis for the objective selection of the best site/facility available. Undue consideration given to the value or acquisition cost of a site/facility can be false economy, and often has proven to be very expensive.



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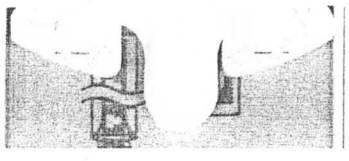
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# GEORGIA DEPARTMENT OF EDUCATION
# PRELIMINARY SCHOOL SITE EVALUATION FORM

*[FOR USE ONLY WHEN PROPERTY (SITE/FACILITY) IS TO BE USED FOR INSTRUCTIONAL PURPOSES BUT IS NOT OWNED BY THE SCHOOL SYSTEM]*

**Sections I through VII of this form will be completed by the educational entity requesting the site/facility approval and is designed for the following two purposes:**

(1) For use by the educational entity to evaluate a proposed site/facility to be used for instructional purposes by a charter school or other program operator under a lease or some other form of agreement, but the school system does not and will not have fee simple title to the proposed property.

(2) To summarize the information required for Site/Facility Committee Members to evaluate a proposed school site/facility and provide recommendations/comments regarding a proposed school site/facility to be used for instructional purposes but not owned by the school system.

**Sections VIII will be completed by the School System's Site/Facility Committee during their official review and evaluation of the site/facility and is designed for the following purposes:**

(1) To evaluate the proposed school site/facility and provide recommendations and comments regarding a proposed school site/facility to be used for instructional purposes but not owned by the school system.

(2) To recommend or not recommend the proposed site/facility to the School Board for approval.

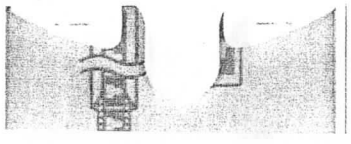
**Sections IX will be completed by a Representative of the Department of Human Resources during his/her official review and evaluation of the site/facility and is designed for the following purposes:**

(1) To evaluate the proposed site/facility in relation to life safety codes and local regulations.

(2) To provide recommendations and comments regarding a proposed school site/facilities to be used for instructional purposes but not owned by the school system.

(3) To state that the site/facility does or does not meet all life safety codes and local regulations.

**Section X will be completed by the School Board after official action has been taken to approve or not approve the proposed site/facility for instructional use. If the site/facility is not approved, the School Board will state the reasons for not approving the site/facility.**



## I. SCHOOL SYSTEM IDENTIFICATION AND CONTACT PERSON

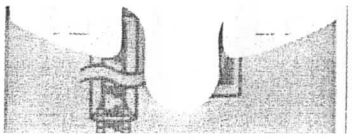
| | |
|---|---|
| School System: DEKALB COUNTY | Name of Superintendent: BEN C. JAKES<br>Person to Contact (designee): (ABOVE) |
| Mailing Address:<br>P.O. BOX 361509<br>DECATUR, GA 30036-1509 | Phone Number: 404-328-0898<br>FAX Number: 404-328-1294<br>E-mail Address: DAOE@COMCAST.NET |

## II. FACILITY IDENTIFICATION AND CONTACT PERSON

| | |
|---|---|
| Facility Name:<br>DESTINY ACADEMY OF EXCELLENCE | Facility Supervisor: CLARENCE CALLOWAY<br>Person to Contact (designee): (SAME ABOVE) |
| Mailing Address:<br>P.O. BOX 361509<br>DECATUR, GA. 30036-1509 | Phone Number: 404-328-0898<br>FAX Number: 404-328-1294<br>E-mail Address: DAOE@COMCAST.NET |

## III. LOCATION OF PROPOSED SITE/FACILITY

| | |
|---|---|
| Address of Proposed Site/Facility and/or legal definition of the site:<br>3595 LINECREST RD.<br>ELLENWOOD, GA 30294 | |
| Acreage in proposed Site: 35 ACRES | Site is Owned by a Charter School: _____<br>Site is Leased: X<br>Site is Used through an agreement _____ |



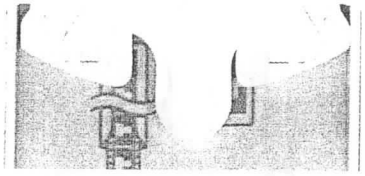
## IV. PROPOSED FACILITY TO BE LOCATED ON THIS SITE

| | | |
|---|---|---|
| **Name of Proposed Facility:** DESTINY ACADEMY OF EXCELLENCE, INC. | | |
| Proposed Grades: 9 - 12 | Approximate Number of Students: 75 -100 | |
| **Number of Instructional Units Proposed: 24** | Is this the maximum size planned for this Facility? (Circle One) Yes (Yes) No | Is this facility being designed for future expansion? (Circle One) Yes (No) |
| Estimated date facility is to be occupied: Date: AUGUST 1, 2006 Comments: _____ | | **If expanded, maximum number of instructional units proposed in the future:** N/A I.U. |

## V. UTILITIES AVAILABLE ON THE PROPOSED SITE

**(If Utilities are not currently available on the site, please indicate when utility providers anticipate delivery of utilities to the site.)**

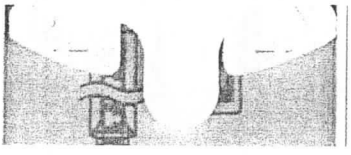
| UTILITY | CURRENTLY AVAILABLE? Yes | No | WHEN AVAILABLE? (Date) | OTHER RELEVANT FACTORS | |
|---|---|---|---|---|---|
| (a) Electricity | X | | | Voltage: _____ | Phase: _____ |
| (b) Natural Gas | X | | | Line Size: _____ | Line Pressure: _____ |
| (c) Telephone | X | | | | |
| (d) Cable | | X | | | |
| (e) Water | | | | | |
| **Public** | X | | | Line Size: _____ | Line Pressure: _____ Attach FLOW TEST results (See Note Below)* |
| Private | | | | Line Size: _____ | Line Pressure: _____ Attach FLOW TEST results (See Note Below)* |
| (f) Sewage | | | | | |
| **Public** | X | | | | |
| Private | | | | | |



## VI. MISCELLANEOUS SITE INFORMATION

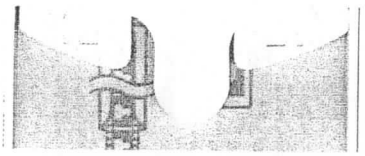
*(For each item, circle the appropriate response. If "Other" is selected, please enter appropriate response.)*

| | | | | |
|---|---|---|---|---|
| (a) Property Zoned | Residential | Industrial | (Commercial) | Other: _____ |
| (b) Adjacent Development or Existing Community Design | (Residential) | Industrial | Commercial | Other: _____ |
| (c) Traffic Conditions Around Site | Congested | (Moderate) | Light | Other: _____ |
| (d) Topography | Steep | Rolling | Gently Sloping | (Flat) |
| (e) Grading for Building | Excessive | Moderate | (Minimal) | Comments: _____ (Continue on reverse) |
| (f) Rock Excavation | (Unlikely) | Some But Not Excessive | Excessive | Comments: _____ (Continue on reverse) |
| (g) Area Available for Parking | (Adequate Space) | Limited Space | Inadequate Space | Comments: _____ (Continue on reverse) |
| (h) Vehicular Access to Site | (Excellent Potential) | Development Restricted | Development Difficult | Comments: _____ (Continue on reverse) |
| (i) Area Available for Athletic and Recreation Area Development | (Adequate) | Limited | Inadequate | Comments: _____ (Continue on reverse) |
| | | | | |



VII. **Describe any potential hazards and provide an evaluation of each hazard in relation to the possible impact on the site and potential risk to students using this site/facility. (Refer to DOE Risk Hazard Guidance Document for additional information regarding potential hazards.)**

NONE



VIII. COMMITTEE MEMBERS EVALUATING THIS SITE/FACILITY:

Site/Facility Committee Member

Bon C. Jakes 8/1/2006

Site/Facility Committee Member

Clarence Callaway, Sr. 8/1/2006

Site/Facility Committee Member

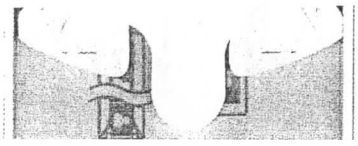
Sharonda Haddock 8/1/2006

Site/Facility Committee Member

Geraldine Norman 8/1/2006

Recommendations, comments, and/or concerns (if any) of the Site/Facility Committee Members reviewing this site/facility:

NONE



IX. Representative, Department of Human Resources

The above site **(X) meets** or ( ) does not meet all life safety codes and local regulations for an instructional facility.

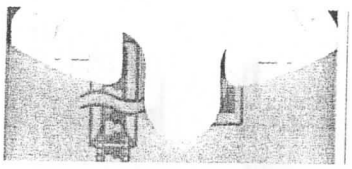
*Anthony C. Aiken* 9/1/2006

Aiken Global Group, LLC
3800 Camp Creek Parkway
Building 1800
Suite 124
Atlanta, Georgia 30331
*info@aikenglobal.com*

for (DHR Representative)

Recommendations, comments, and / or concerns (if any) of the Department of Human Resources Representative reviewing this site/facility:

NONE



X. SCHOOL SYSTEM APPROVAL FOR USE OF THE SITE/FACILITIES

DESTINY ACADEMY OF EXCELLENCE, INC.
*(Facility Name)*

FOR INSTRUCTIONAL PURPOSES WHEN THE SCHOOL SYSTEM DOES NOT HOLD FEE/SIMPLE TITLE TO THE PROPERTY NAMED BELOW.

After carefully considering the findings from all studies completed and evaluating the potential sites available for use by DESTINY ACADEMY OF EXCELLENCY, INC. for
*(Name of Program Operator or Charter School)*

the instructional programs planned, the DEKALB COUNTY SCHOOL SYSTEM
*(Name of Board of Education)*
Board of Education ( X ) approves, ( ) approves with comments, or ( ) does not approve the site/facility named below for the instructional programs planned. Approval comments or reasons for not approving the site/facility are to be attached to this form.

Location of Site: 3595 LINECREST RD. – ELLENWOOD, GA 30294

Facility Name: DESTINY ACADEMY OF EXCELLENCE

Superintendent:

Crawford Lewis — 7-11-06
(Superintendent's Signature) (Date)

School Board Chairman:

Cassandra Anderson-Kittles — 7-19-06
(School Board Chairman's Signature) (Date)

Submit the completed approval form to the Facility Services Unit, 1670 Twin Towers East, 205 Jessie Hill Jr. Drive, Atlanta, GA 30334.

# FIRE ALARM
# INSPECTION AND TESTING REPORT

Date: 2-17-06 Time: _____

## SERVICE ORGANIZATION

Name: ADT SECURITY SERVICES, INC.

Address: 74 [illegible]

Representative: Richard McMillan

License No: _____

Telephone: 404-625-2600

## PROPERTY NAME (USER)

Name: Destiny Academy

Address: 3591 Lineville Rd

Owner Contact: Ben Jones

Telephone: 404-328-0263

## MONITORING ENTITY

Contact: KDT

Telephone: 1-888-321-7118

Monitoring Account Ref No (CS#): 2M43102215

## APPROVING AGENCY

Contact: _____

Telephone: _____

## TYPE TRANSMISSION

- [ ] McCulloh
- [ ] AlarmNet
- [ ] Multiplex
- [ ] Telular
- [x] Digital
- [ ] AAGard
- [ ] Reserve Priority
- [ ] RF
- [ ] Other (Specify): _____

## SERVICE

- [ ] Weekly
- [ ] Monthly
- [ ] Bimonthly
- [ ] Quarterly
- [ ] Semiannually
- [x] Annually
- [ ] Other (Specify): _____

Control Unit Manufacturer: _____

Model No: F 2008

Circuit Styles: A+B

Number of Circuits: 1

Software Rev.: 2.0

Last Date System Had Any Service Performed: _____

Last Date that Any Software or Configuration Was Revised: 2-25-06

## ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

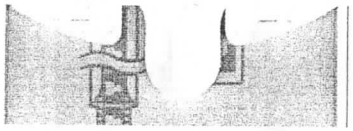
| Quantity | Circuit Style | |
|---|---|---|
| 2 | 1-2 | Manual Fire Alarm Boxes |
| | | Ion Detectors |
| | | Photo Detectors |
| | | Duct Detectors |
| | | Heat Detectors |
| | | Waterflow Switches |
| | | Supervisory Switches |
| | | Other(Specify): _____ |

Alarm verification feature is disabled ___ enabled ___

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CUSTOMER



## ALARM NOTIFICATION APPLIANCES AND CIRCUIT INFORMATION

| Quantity | Circuit Style | | Quantity | Circuit Style | |
|---|---|---|---|---|---|
| | | Bells | 6 | S | Strobes |
| 7 | | Horns | | | Speakers |
| | | Chimes | | | Other (Specify): |

No. of alarm notification appliance circuits: 1

Are circuits monitored for integrity? ☐ Yes ☒ No

## SUPERVISORY SIGNAL-INITIATING DEVICES AND CIRCUIT INFORMATION

| Quantity | Circuit Style | | Quantity | Circuit Style | |
|---|---|---|---|---|---|
| | | Building Temp. | | | Fire Pump or Pump Controller Trouble |
| | | Site Water Temp. | | | Generator In Auto Position |
| | | Site Water Level | | | Fire Pump Auto Position |
| | | Fire Pump Power | | | Fire Pump or Pump Controller Trouble |
| | | Fire Pump Running | | | Generator In Auto Position |
| | | Fire Pump Auto Position | | | Other(Specify): |

## SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system (*see NFPA 72, Table 6.6.1):*

Quantity: 1 Style(s):

## SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage: 12 VAC Amps:

Overcurrent Protection: Type: Amps:

Location (of Primary Supply Panelboard): Security closet

Disconnecting Means Locations:

(b) Secondary (Standby): 12 V battery Storage Battery: Amp-Hr. Rating: 7 AH

Calculated capacity to operate system, in hours: 24 / 60

Engine-driven generator dedicated to fire alarm system: —

Location of fuel storage: —

## BATTERY TYPE

☐ Dry Cell
☐ Nickel-Cadmium
☒ Sealed Lead-Acid
☐ Lead-Acid
☐ Other (Specify):

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

Emergency system described in NFPA 70, Article 700:

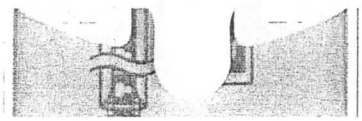
Legally required standby described in NFPA 70, Article 701: 12 V 7 AH

Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701:

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CUSTOMER



## PRIOR TO ANY TESTING

| NOTIFICATIONS ARE MADE | Yes | No | Who | Time |
|---|---|---|---|---|
| Monitoring Entity | ☐ | ☐ | | |
| Building Occupants | ☐ | ☐ | | |
| Building Management | ☐ | ☐ | | |
| Other (Specify) | ☐ | ☐ | | |
| AHJ Notified of Any Impairments | ☐ | ☐ | | |

## SYSTEM TESTS AND INSPECTIONS

| TYPE | Visual | Functional | Comments |
|---|---|---|---|
| Control Unit | ☐ | ☐ | |
| Interface Equipment | ☐ | ☐ | |
| Lamps/LEDs | ☐ | ☐ | |
| Fuses | ☐ | ☐ | |
| Primary Power Supply | ☐ | ☐ | |
| Trouble Signals | ☐ | ☐ | |
| Disconnect Switches | ☐ | ☐ | |
| Ground-Fault Monitoring | ☐ | ☐ | |

## SECONDARY POWER

| TYPE | Visual | Functional | Comments |
|---|---|---|---|
| Battery Condition | ☐ | ☐ | |
| Lead Voltage | | ☐ | |
| Discharge Test | | ☐ | |
| Charger Test | | ☐ | |
| Specific Gravity | | ☐ | |
| Trouble Signals | | ☐ | |
| TRANSIENT SUPPRESSORS | ☐ | | |
| REMOTE ANNUNCIATORS | ☐ | ☐ | |

## NOTIFICATION APPLIANCES

| | | | |
|---|---|---|---|
| Audible | ☐ | ☐ | |
| Visible | ☐ | ☐ | |
| Speakers | ☐ | ☐ | |
| Voice Clarity | | ☐ | |

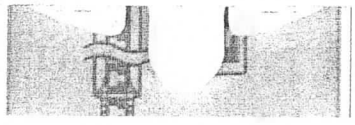
## INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

| Loc. & S/N | Device Type | Visual Check | Functional Test | Factory Setting | Measured Setting | Pass | Fail |
|---|---|---|---|---|---|---|---|
| | | ☐ | ☐ | | | ☐ | ☐ |
| | | ☐ | ☐ | | | ☐ | ☐ |
| | | ☐ | ☐ | | | ☐ | ☐ |
| | | ☐ | ☐ | | | ☐ | ☐ |
| | | ☐ | ☐ | | | ☐ | ☐ |

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CUSTOMER



| EMERGENCY COMMUNICATIONS EQUIPMENT | Visual | Functional | Comments |
|---|---|---|---|
| Phone Set | ☑ | ☐ | |
| Phone Jacks | ☑ | ☑ | |
| Off-Hook Indicator | ☑ | ☑ | |
| Amplifier(s) | ☐ | ☐ | |
| Tone Generator(s) | ☐ | ☐ | |
| Call-In Signal | ☐ | ☐ | |
| System Performance | ☑ | ☐ | |

| INTERFACE EQUIPMENT | Visual | Device Operation | Simulated Operation |
|---|---|---|---|
| (Specify) | ☐ | ☐ | ☐ |
| (Specify) | ☐ | ☐ | ☐ |
| (Specify) | ☐ | ☐ | ☐ |

| SPECIAL HAZARD SYSTEMS | Visual | Device Operation | Simulated Operation |
|---|---|---|---|
| (Specify) | ☐ | ☐ | ☐ |
| (Specify) | ☐ | ☐ | ☐ |
| (Specify) | ☐ | ☐ | ☐ |

Special Procedure:

Comments:

| SUPERVISING STATION MONITORING | Yes | No | Time | Comments |
|---|---|---|---|---|
| Alarm Signal | ☒ | ☐ | 7 56 | 1st FI PT 16 |
| Alarm Restoration | ☒ | ☐ | 8 10 | last FA PT 17 |
| Trouble Signal | ☒ | ☐ | 7 57 | AC FAIL |
| Supervisory Signal | ☐ | ☐ | | |
| Supervisory Restoration | ☐ | ☐ | | |

| NOTIFICATIONS THAT TESTING IS COMPLETE | Yes | No | Who | Time |
|---|---|---|---|---|
| Building Management | ☑ | ☐ | [illegible] | 8 39 |
| Monitoring Agency | ☑ | ☐ | ADT | 8 39 |
| Building Occupants | ☐ | ☐ | | |
| Other (Specify) | ☐ | ☐ | | |

The following did not operate correctly (See Work Order No.): [illegible]

Work Order No.: _____ System restored to normal operation: Date: _____ Time: _____

On monitored alarm systems, I tested, and if necessary, connected the telephone line seizure feature to ensure it is working correctly. ☐ Yes ☐ No

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: [illegible] Date: [illegible] Time: _____

Signature: [illegible]

Name of Owner or Representative: Bob G. JAMES Date: 9-17-08 Time: _____

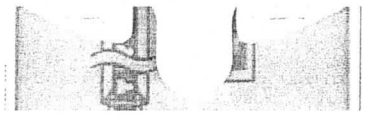
Signature: [signature]

F5011-03

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CUSTOMER



# 8.5 Certificate of Occupancy

# DeKalb County
## Department of Planning & Sustainability

DV240

## Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

**Project**

Type: Non-Residential Permit Number:1043812829 Project: DESTINY ACHIVERS ACADEMY

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load :

**Property**

Address: 3595 LINECREST RD ELLENWOOD,GA 30294- Parcel ID: 15 005 03 002 Lot #:

Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 234.05 District: 05 07

**Applicant**

Owner: CHURCH INC Address: P O BOX 503170 INDIANAPOLIS, IN 46250

Tenant: N/A Address: N/A

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

**Special Stipulations and/or Condititons (If Applicable)**

Issued By: Copy

Date: 01/11/2012

**Permits, Zoning & Plans Review Supervisor**

# 8.6 School Safety Plan

Destiny Achievers Academy of Excellence

SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

| | | |
|---|---|---|
| Principal | : Dr. Charles K. Maxwell | Phone No.: |
| A.P. | : Mrs. Tyra Simon | Phone No.: |
| A.P. | : NA | Phone No.: |
| Other Staff | : Ms. Sharonda Haddock | Phone No.: |
| Counselor | : Ms. Dorothy Hoyett | |
| Teacher | : Mr. Donaldo Whyte | |
| Teacher | : Dr. Herbert Adams | |
| Custodian | : Mr. Chris Jakes | |
| Student | : | |
| Parent | : Mr. Larry Harden | |
| Law Enforcement | : Dekalb Police Department | |
| Fire Department | : DeKalb Fire and Rescue | |
| Other | : Mrs. Geraldine Norman | |
| Other | : NA | |

SAFE SCHOOL PLAN

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

| | | | | | |
|---|---|---|---|---|---|
| August | : 08/11/2015 | September: | 09/17/2015 | October | : 10/23/2015 |
| August | : 08/19/2015 | | | | |
| November | : 11/11/2015 | December : | 12/07/2015 | January | : 01/12/2016 |
| February | : 02/22/2016 | March | : 03/10/2016 | April | : 04/15/2016 |
| May | : 05/06/2016 | | | | |

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

| | | | |
|---|---|---|---|
| Primary | Poplar Springs Baptist Church | Grades | 9-12 |
| Primary | Martin Luther King, Jr H.S. | Grades | 9-12 |
| Secondary | Narvie J. Harris Theme School | Grades | 9-12 |
| Secondary | Southwest DeKalb H.S. | Grades | 9-12 |

Tornado Drill(s):

First Semester Date: 09/17/2015

Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/18/2015

Second Semester Date: 02/02/2016

Type of Lockdown:

Type of Lockdown:

# SAFE SCHOOL PLAN

## STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Mr. Byron Johnson
Mrs. Tyra Simon

Designated staff to contact Regional Superintendent:
Dr. Charles K. Maxwell
Mrs. Tyra Simon

Designated staff to identify missing/absent students and staff:
Ms. Shirley Steverson
Ms. Dorothy Hoyett
Mrs. Tyra Simon
Ms. Sharonda Haddock

Designated staff to locate and identify the injured/sick:
Mr. Byron Johnson
Mrs. Tyra Simon
Ms. Shirley Steverson
Mr. Donaldo Whyte
Dr. Herbert Adams, Jr.

Designated staff to accompany injured/sick to medical facilities:
Mrs. yra Simon
Ms. Chelsea Doyle
Ms. Tina Strong
Mr. Byron Johnson
Dr. Joyce Robinson

Identifed staff trained in First Aid and CPR:
Mr. Donaldo Whyte
Mr. Byron Johnson
Dr. Herbert Adams, Jr.
NA

Designated staff to handle telephone calls:
Ms. Sharonda Haddock
Ms. Deidre Tolliver
Ms. Ann Trammell

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.
Mr. Byron Johnson
Mrs. Mary Depass
Ms. Shirley Steverson
Mrs. Geraldine Norman
Mr. Chris Jakes

Designated staff to show emergency personnel utility and ventilation shutoffs:
Dr. Charles K. Maxwell
Mr. Chris Jakes

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Mr. David Jackson
Mr. Wayne Wright
Mr. Chris Jakes

Designated staff to make temporary ID badges for staff and emergency personnel:
Ms. Helaine Woods
Ms. Sharonda Haddock

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Dr. Charles K. Maxwell
Mr. Ben C. Jakes
Mrs. Tyra Simon

SAFE SCHOOL PLAN

| EMERGENCY KITS CHECKLIST | ANSWER |
|---|---|
| A copy of the DeKalb Emergency Management Manual | Yes |
| A copy of the Safe School/Crisis Management Plan | Yes |
| Current call rosters of all students including pertinent medical information, phone number, release information and contact information | Yes |
| Current list of all staff members including phone numbers and contact information | Yes |
| 10 writing tablets and pens/pencils | Yes |
| 10 working magic makers | Yes |
| Signage for Staging Area | Yes |
| 500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team) | Yes |
| Student release/sign-out sheets | Yes |
| List of students on off-campus trips | Yes |
| Five sets of safety gloves | Yes |
| Floor Plan of the building | Yes |
| Site Plan of the grounds and surrounding areas | Yes |
| Copies of photographs of the building(interior and exterior) | Yes |
| Copies of student and staff emergency contact/release information | Yes |
| Information regarding any student with medical problems that may be impacted by the evacuation or emergency | Yes |
| Most recent yearbook | Yes |
| Flashlight and extra batteries | Yes |
| Bullhorn and extra batteries | Yes |
| Cell phone and/or walkie-talkie | Yes |
| Basic First-Aid Kit | Yes |
| Emergency phone numbers of assistance agencies(Dekalb Police Dept., Poison Control, ect.) | Yes |

SAFE SCHOOL PLAN

| ATTENDANCE AND DISCIPLINE | ANSWER |
|---|---|
| Student and parents are informed of student behavioral expectations and school discipline procedures. | Yes |
| All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. | Yes |
| All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. | Yes |
| Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students. | Yes |
| All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. | Yes |
| Weapons, Drugs, Safe School Zone, and Bullying Signs are posted. | Yes |
| The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted. | Yes |
| A daily record of student absences is maintained and parents are contacted. | Yes |
| Students may be checked out of school ONLY by a parent or guardian. | Yes |
| The county-sponsored Alert Line reporting number 1-888-475-0482 is posted. | Yes |

SAFE SCHOOL PLAN

| REPORTING CHECKLIST | ANSWER |
|---|---|
| Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency. | Yes |
| A record is kept of disruptive, dangerous incidents on school property or at school events. | Yes |
| Administrators are designated to complete and file accident and incident reports. | Yes |
| All staff members are aware of child abuse/neglect reporting requirements. | Yes |
| All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff. | Yes |
| All staff members are told to report incidents of bullying and any other types of harassment. | Yes |
| At least one hour of personal safety instruction is scheduled for the staff. | Yes |
| Each teacher receives a copy of the Emergency Procedures booklet. | Yes |
| All staff members have or will receive information on the policy relative to student restraint. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| All windows are in good repair with no broken or missing windows. | Yes |
| Surveillance cameras and monitors are in good working order. | Yes |
| Staff members are trained on the proper use and maintenance of surveillance cameras. | Yes |
| All cameras are operable and the monitors are placed where staff can see them. | Yes |
| Glass in entrance doors is safety glass. | Yes |
| Door-locking hardware is in proper working order. | Yes |
| Door panic bars are operable and in good working condition. | Yes |
| Handrails and non-slip steps are provided in stairways. | Yes |
| Access to electrical panels in all areas is restricted. | Yes |
| All portals/hatches are secured with hasps and padlocks. | Yes |
| Mobile classrooms, outbuildings, and storage sheds are secured and locked. | Yes |
| Building access control is assigned to an administrator. | Yes |
| Keys and duplicates are kept in a locked key cabinet. | Yes |
| Master keys are kept to a minimum and the control access system is monitored. | Yes |
| Keys and employee IDs are collected from employees who no longer work at the school. | Yes |
| All keys are checked in and accounted for at the end of the school year. | Yes |
| Areas around the building and mobile classrooms are lighted. | Yes |
| Chemical storage areas are locked and inventoried on a regular basis. | Yes |
| Science lab equipment and chemicals are secured and inventoried on a regular basis. | Yes |
| Access to bus loading areas is restricted during arrival and dismissal. | Yes |
| Staff members are assigned to student parking areas at arrival and dismissal. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| Parking areas are supervised during the school day or can be seen from the school. | Yes |
| An area is designated as the pick-up/drop-off area for car riders. | Yes |
| Exterior and interior walls are free from graffiti. | Yes |
| Graffiti is reported to the school police immediately and not cleaned until cleared by police. | Yes |
| School personnel know locations of shutoffs for water, gas, HVAC vents. | Yes |
| Hallways are clear of travel impediments during the school day and during night activities. | Yes |
| Vehicle access to playground/athletic areas is restricted. | Yes |
| All playground/athletic areas are fenced and are supervised when students are present. | Yes |
| Playground and athletic equipment is in good repair and is inspected frequently. | Yes |
| Visitor policy signs and trespassing signs are displayed in plain view and are in good repair. | Yes |
| All visitors, including parents, are required to sign in at the front office and wear an ID badge. | Yes |
| All visitors check out upon leaving the building and turn in their ID badge. | Yes |
| Visitor parking is clearly marked. | Yes |
| All employees wear ID badges at all times during work/school hours and on field trips. | Yes |
| All commercial deliveries are made at one designated entrance. | Yes |
| All commercial deliveries are inventoried by an employee. | Yes |
| Delivery persons are accompanied by an employee. | Yes |
| All food deliveries are inspected and inventoried by food service personnel. | Yes |
| Students are issued parking permits for school parking only upon proof of a valid driver's license. | Yes |
| Student access to parking areas during the school day is restricted. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| Student drivers are aware that vehicles are subject to search when on school property. | Yes |
| Employees are aware of their responsibility for items in their vehicle while on school property. | Yes |
| Students are restricted from entering or remaining in vacant classrooms. | Yes |
| At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked. | Yes |
| Classroom-to-office communications is operable and routinely tested. | Yes |
| Walkie-talkies are strategically located throughout the building and are in good repair. | Yes |
| All school equipment has been labeled and inventoried. | Yes |
| An updated equipment inventory is maintained throughout the school year. | Yes |
| All fundraising money or checks are given to the bookkeeper daily. | Yes |
| All fundraising money or checks are placed in the school vault daily. | Yes |
| Building vault has controlled access and can be opened from the inside. | Yes |
| School cafeteria daily receipts are transported with an escort to the office/vault area. | Yes |
| Cafeteria is arranged so tables and chairs do not block access to doors. | Yes |
| Fire extinguisher, First Aid Kit, and Choking Posters are in the cafeteria. | Yes |
| Student medicine procedures are available to student and parents. | Yes |
| Student medicine is identified by name, doctor, dispensing instructions, and is dated. | Yes |
| Student medicine is secured (locked) with controlled access at all times. | Yes |
| Students sign and date each time they take their medication. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note. | Yes |
| All student medication is picked up by parent at the end of the school year. | Yes |
| School staff is aware of proper response to blood and other body fluid spills. | Yes |
| Students/staff use lab/science safety equipment at all times during experiments and lessons. | Yes |
| Science/lab safety procedures are posted, reviewed, and practiced. | Yes |
| Fire extinguishers are located throughout the building and are routinely inspected. | Yes |
| The locations of fire extinguishers are clearly marked and fire extinguishers are accessible. | Yes |
| Staff members have been trained on proper use of fire extinguishers. | Yes |
| Mechanical rooms and other hazardous material storage areas are locked. | Yes |
| Area at and near the dumpster is clean and free of flammables. | Yes |
| All vehicles are kept out of all fire lanes at all times. | Yes |
| Boiler room is clean, free of debris, and is NOT used for storage. | Yes |
| Access to boiler room is restricted and the boiler room is routinely inspected. | Yes |
| Restrooms are clean and are inspected on a regularly basis throughout the day. | Yes |
| Procedures are in place to evacuate disabled students and staff. | Yes |
| Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members. | Yes |
| New and temporary staff members are informed of emergency and safety procedures. | Yes |
| The staff is trained in Intruder Alert Procedures, including the alert and clear signals. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| School bus safety rules are distributed to all students. | Yes |
| All students participate in school bus emergency evacuations drills twice per year. | Yes |
| For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school. | Yes |
| The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested. | Yes |
| A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. NOTE: Parents shall not activate or deactivate the system. | Yes |
| The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational. | Yes |
| All students and staff members are brought into the building from mobile classrooms during storm warnings. | Yes |
| Emergency early dismissal procedures are in place and practiced. | Yes |
| Staff members are designated to secure the building after school hours. | Yes |
| A list is maintained of after-school/extra-curricular activities and programs. | Yes |
| On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building. | Yes |
| The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times. | Yes |
| The school has inplemented an anti-bullying and anti-harassment program/strategy. | Yes |
| A procedure has been established to track reports made by students and staff of bullying and harassment incidents. | Yes |
| A procedure has been established to investigate reports made by victims of bullying or reports made by their parents. | Yes |
| The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies. | Yes |

SAFE SCHOOL PLAN

| SAFETY AND SECURITY CHECKLIST | ANSWER |
|---|---|
| Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program. | Yes |
| Procedures have been developed for two-way communication with portable classrooms/modules. | Yes |
| Portable classrooms are locked when unoccupied. | Yes |
| Portable classroom doors are locked when class is in session. | Yes |

# Appendix 9

## 9.1 Code of Student Conduct

## 9.2 Parent and Student Handbook

## 9.3 Student Dress Code and Uniform Policy

# 9.1 Code of Student Conduct

DeKalb County
School District

# *CODE OF STUDENT CONDUCT~ STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK*

## 2015-2016

ELEMENTARY
MIDDLE
HIGH

The DeKalb County School District provides translation of the Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook, courtesy of the DeKalb International Welcome Center. Request for a translated hard copy may be made to the school principal or an electronic version is available at www.dekalb.k12.ga.us/student-relations.

**The English language version is considered the most accurate.**

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail.

**French**
Déclaration sur la Disponibilité de Traduction/Interprétation

Le District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

**Somali**
Warbixinta HelitaankaTutjumaadda/Fasiraadda
Dugsiga Degmadda DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

**Chinese**

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保証所有家長和學生對於基本資訊他們是有權利和有責
任由他們的語言而得到明白. 他們可以要求將學生行為準則,
學生權利与責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可
以向學校申請. 學生行為準則,
學生權利与責任及人格發展手冊的電子版本可以在

www. dekalb. k12. ga. us/student-relations

**Bengali**
অনুবাদ/ভাষান্তরসেবা পাওয়ার ববব্বি

েব মা বাবা এবং ছাত্রছাত্রীরা যাসি িাসদর পসে ববাধগময ভাষায় স্ব স্ব অবধকার এবং দাবয়ত্বগুবির ববষসয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্ব কাউবি ক্সুি বিবিক্ট িা েুবনবি করসবা ক্সুি প্রশাসেনর কাসছ ভাষান্তর পবরসষবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিি-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িাডিড কবপর অনুসরাধ করা যায়া www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিি-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েংস্করণ পাওয়া যাসবা

**Amharic**
የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ካውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን እድገት ሁኔታ የሚያስረዳ መጽሄት እና ሌሎች የማስረጃ ጹሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠባይን እድገት ሁኔታን የሚገልጹ ጹሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ: www.dekalb.k12.ga.us/student-relations.

**Spanish**
Declaración de disponibilidad de traducción/interpretación
El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil ~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

**Arabic**
**بيان لتوفير الترجمة الشفهية و الكتابية**
ان هيئة التعليم في منطقة ديكالب للاهالي والطلاب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق و الواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها الاهل .
تطلب نسخة مطبوعة عن مدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة .و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية علي الرابط التالي:www.dekalb.k12.ga.us/student.relations.

**Vietnamese**
Tuyên Bố về Dịch Vụ Phiên Dịch/Thông Dịch

Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng *www.dekalb.k12.ga.us/student-relations.*

**Burmese**

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်ရုတိုက်လိုအပ် သောသူတို့ရဲအခွင့်အရေးများနှင့်တာဝန်များ၊များလည်သဘောပေါက်နိုင်သောဘာတိုပေးကမ်းကူညီပေးမ ည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအ ခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအ ရာများတို့သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူ ညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရား များ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုး တက်မှု၊ စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ဝိုက်ဖစ်စာမျာကြည့် ရှုနိုင်သည်။

**Nepali**

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफुले बुज्ने भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुच रहेको सुनिश्चित गर्दछ। विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकाश पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै वोभासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रानिक संस्करण ( Copy ) www.dekalb.k12.ga.us/student-relations मा पाइने छ

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***THE CODE OF STUDENT CONDUCT –***
***STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK***

# POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior to foster learning.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* identifies the rules of student behavior applicable to all DeKalb students and the procedures for imposing discipline on students who violate these rules. When discipline must be administered, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* ensures that it is fair and serves the best interests of all students in the School District.

**In general, discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Disciplinary actions will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, substantial injuries and other relevant factors.**

**In considering the nature or severity of the behavioral scenario, the disciplinary process may include student support services provided by the District and other public entities or community organizations. The Board prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school, as authorized by Georgia law.**

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Safe Schools and Student Relations.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is authorized pursuant to Board Policy JCD.

***THE CODE OF STUDENT CONDUCT –***
***STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK***

# PURPOSE

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is intended to inform students in grades K-12 of the types of behaviors that are unacceptable. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

## THE *CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK*

# LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and abide by it and any other rules of conduct imposed by the school district and/or the school they attend. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed to all schools and centers. Prior to the distribution of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook,* it is reviewed with the faculty and staff before school begins/students arrive to ensure their understanding.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 3 is required from each student and parent/guardian**. A district-wide **mandatory** test on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

**Students who enter the School District during the school year will receive the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and will be tested on its contents.**

Students sent to in-school suspension for the first time are re-taught and re-tested on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Teachers are required to conduct a more thorough review of the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

**Students are urged to ask faculty or staff members for clarification of any part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* they do not understand.**

## EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the District's educational programs, activities, or practices, including implementation of this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

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## Character Traits Found in the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students in order to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

| RULE | | CHARACTER TRAIT |
|---|---|---|
| Offense #1: | **Tobacco** | Respect/Responsibility/Caring |
| Offense #2: | **Electronic Communication Devices** | Respect/Responsibility/Caring |
| Offenses #3a, 3b: | **Weapons** | Responsibility/Caring/Citizenship |
| Offenses #4a, 4b: | **Intentional Physical Violence** | Respect/Responsibility/Caring |
| Offenses #5a, 5b, 5c | **Drugs/Alcohol** | Responsibility |
| Offenses #6a, 6b, 6c: | **Property** | Honesty/Respect |
| Offenses #7a, 7b, 7c, 7d, 7e, 7f, 7g: | **Bullying/Harassment/Hazing/Fighting/ Assault/Battery** | Respect/Responsibility/Caring |
| Offense #8a, 8b: | **Refusal to Follow Instructions** | Respect/Responsibility/Caring |
| Offense #9: | **Unlawful Absence/Truancy** | Responsibility/Courage/Perseverance |
| Offense #10: | **Skipping Class** | Responsibility/Courage/Perseverance |
| Offense #11: | **Classroom Disturbance** | Respect/Responsibility/Caring |
| Offense #12: | **School Disturbance** | Respect/Responsibility/Citizenship |
| Offense #13: | **Profanity/Vulgarity/Obscenity** | Responsibility/Respect/Citizenship |
| Offense #14: | **Failure to Accept Disciplinary Action** | Responsibility/Respect/Courage |
| Offense #15: | **Chronic Tardiness** | Responsibility/Respect/Courage |
| Offense #16: | **Bus Misconduct** | Responsibility/Respect/Caring |
| Offense #17: | **Conduct Outside of School Hours** | Responsibility/Respect/Citizenship |
| Offense #18: | **Gambling** | Responsibility |
| Offense #19a: | **Repeated Violations** | Responsibility/Respect/Hope |
| Offense #19b: | **Violation of Probation** | Responsibility/Respect/Courage |
| Offense #20: | **Parking and Traffic Violations** | Responsibility/Citizenship |
| Offense #21: | **Loitering/Trespassing** | Respect/Responsibility/Courage |
| Offense #22: | **Providing False Information** | Honesty/Respect |
| Offense #23: | **Inappropriate Sexual Behavior** | Responsibility/Respect/Caring |
| Offense #24: | **Identification Card Violation** | Responsibility |
| Offense #25: | **Student Dress Code Violation** | Responsibility/Respect/Citizenship |
| Offense #26: | **Unsafe Action** | Responsibility/Respect/Citizenship |

# DEKALB COUNTY SCHOOL DISTRICT
# 2015-2016 CHARACTER TRAITS

"The final forming of a person's character lies in their own hands."

*-Anne Frank*

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

## Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

**Respect, Responsibility & Caring**
Modeling cornerstones of good character

**Respect**
Showing high regard for self, others and property

**Responsibility**
Being accountable for your own behavior

**Honesty**
Being truthful in word and action

**Caring**
Showing concern for the well-being of others

**Justice and Fairness**
Demonstrating impartial, unbiased and equitable treatment for all

**Citizenship**
Being an informed, responsible and caring participant in your community

**Courage**
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

**Perseverance**
Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

**Hope**
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*

# CONSEQUENCES FOR VIOLATIONS

Each violation in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. **Exceptional Education Student procedures must apply.**

| | |
|---|---|
| **LEVEL 1** | **Conference with student and other individuals as needed** |
| **LEVEL 2** | **Intervention** |
| **LEVEL 3** | **Suspension for 1-3 days** |
| **LEVEL 4** | **Suspension for 4-10 days** |
| **LEVEL 5** | **Suspension for 10-days with a probationary contract** |
| **LEVEL 6** | **Long-term Suspension:**<br>Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school |
| **LEVEL 7** | **Expulsion:**<br>Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, as listed in Level 6 but to continue beyond the current semester - Exclusion from **ALL** units of the District for a specified period of time through permanent expulsion may be applicable |

Violations of the *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* with a consequence of Level 6 or 7 require a 10 day suspension and a due process hearing. However, violations that occur within the last 10 days of the school year will result in a suspension through the end of the current school year followed by a due process hearing.

Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 34)

## NOTE:

**Violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with a consequence of Level 6 and 7 require a District due process hearing.**

**The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did or did not violate the rule?**

# OFFENSES AND CONSEQUENCES

## 1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapors or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapors or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA)**.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**Students in violation of this offense will be referred to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire. A Certificate of Completion must be printed and presented to the referring administrator.**

## 2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING PAGING DEVICES, CELLULAR PHONES, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices during instructional time **(except for approved instructional purposes)** or on school buses. At all other times, all devices must be turned off (not on vibrate) and put away. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**STUDENTS MUST NEVER SEND THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.**

**STUDENT MUST NOT WEAR HEADPHONES WITH OR WITHOUT ELECTRONIC DEVICES DURING INSTRUCTION TIME UNLESS USED FOR APPROVED MEDICAL OR INSTRUCTIONAL PURPOSES ONLY.**

## 3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

**NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored function, on school property or school buses.**

**A.** Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, or look-alike firearms, any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

**B.** Students will not use, possess or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum:** **Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Maximum:** **Level 6 – Long-Term Suspension**
**A required 10-day suspension must be served and a District due process hearing held for Level 6**

**NOTE: A student must never touch or handle weapons at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

## 4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

### A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum:** **Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** **Level 6 – Long-Term Suspension**
**Maximum:** **Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

### B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury.

**ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

**State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6).** The law applies to all students in grades K-12. The Hearing Officer may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Hearing Officer may allow the student to re-enroll at some point when he/she reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Hearing Officer may permit the student, at a recommended time, to re-enroll in school.

## 5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

***As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

**NOTE: A student must never touch or handle drugs at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

### A. Intent/Attempt/Sell/Distribution of Drugs

Students will not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the buyer or receiver to be drugs.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

## B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale or ingest any legal substances or will not cause, invite or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others**.

**1st Offense: The student is suspended for 10 school days with a contract. If the parents/guardians and student accept the offer to attend the drug-education program, Gaining Results Intervention/Prevention (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is available for elementary, middle and high school students**

**2ND Offense and subsequent offenses and/or if the student's conduct is a felony or designated felony possession: The student is suspended for 10 school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assignment to an alternative school.**

## C. Possession and/or Distribution of Drug-Related Paraphernalia

A student will not possess or distribute drug-related paraphernalia. As used in this *Code of Student Conduct –Student Rights and Responsibilities and Character Development Handbook*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use.

*** This offense relates only to drug-related paraphernalia. Offenses related to possession, use, distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5 – A/ B.**

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**1st Offense: The student is suspended for 10 school days with a contract with the option to attend the Gaining Results Intervention/Prevention (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students**

**2nd and Subsequent Offenses: The student is suspended for ten (10) school days.**

**Prescribed Medications**
The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

**NOTE: Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.**

## 6. PROPERTY

### A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will not attempt or threaten to destroy, damage, vandalize, or deface, or set fire to school, public or private property located at the school.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

**NOTE: The student must make restitution for any damage to school or personal property caused by his/her behavior while on school property.**

**B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property**

Students will not engage in, attempt or threaten theft; theft by deception of public or private property; extortion; robbery; burglary; possession of stolen property or missing property; possession and/or distribution of counterfeit money/checks/money orders/bank cards.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

**NOTE: The student must make restitution for any loss of school or personal property caused by his/her behavior while on school property.**

**C. Textbooks, Media Center Materials, Computer Equipment/Use**

Students will not lose, destroy, deface, and/or inappropriately use textbooks, media center materials, or the computer and computer-related equipment and materials, including but not limited to, inappropriate use/hacking of the Intranet or Internet.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

**NOTE: Students must make restitution for any damage caused by the student's behavior.**

**Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.**

## 7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

### A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-sponsored functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

**NOTE: Threatening witnesses may result in expulsion.**

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |

**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

### B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting or making physical contact with teachers, administrators, bus drivers, other school personnel, and/or other students or persons.

**NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.**

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

| | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |

**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## C. Battery

Students will not cause substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily parts, substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

**NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.**

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## D. Aggravated Assault

Students will not use or threaten with a deadly weapon or hazardous object, which is likely to or actually does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

## E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-sponsored functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

## F. Bystander Battery

Students will not become involved in a fight that he/she does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7**

## G. Bullying/Harassment/Hazing

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). School officials will address each act of bullying/harassment/hazing that is reported or of which they otherwise become aware.

**Bullying**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.[1]
[1]www.Stopbullying.gov

**Examples of bullying include but are not limited to:**
- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;

- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

**Harassment**

**Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.**

Harassment may be defined as offensive behavior (physical, verbal or nonverbal) that intentionally targets a specific person or persons based on race, religion, gender, disability, or national origin.

**Examples of harassment include but are not limited to:**

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

**Hazing**

**Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).**

Hazing may defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

**Examples of hazing include but are not limited to:**

- Destruction of school or personal property;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying/harassment/hazing that is reported or of which they otherwise become aware.

**Disciplinary action after the first incident of bullying may include, but is not limited to, the following:**

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing); and
- Assignment to an alternative school (through appropriate due process hearing).

**A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.**

**Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Hearing Officers, panels, or tribunals (O.C.G.A. § 20-2-751.4).**

**Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.**

**Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours.** It should be noted that bullying does not involve actions solely as a result mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 50, 54-57, 74-75.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7.** | |

## 8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

### A. Rude or Disrespectful Behavior

Students will not be discourteous or use inappropriate language, behavior or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37 )** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

### B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will not refuse to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior).

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

## 9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will not present unexcused absences or participate in truancy. Excused absences are defined by Georgia law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service**.**
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

**NOTE: Students 15-17 years of age are reminded that the state of Georgia will suspend their drivers' license/permit or not allow them to get one if they have 10 or more unexcused absences in a school year or drop out. (see page 60).**

**NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than 100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).**

### The following applies to all unexcused absences:

| Number of Unexcused Absences | School Action Per Occurrence*<br>*The Attendance Protocol/Consequences are subject to change at any time. |
|---|---|
| **1 - 2** | School notifies the parent of absences. |
| **3 - 5** | School notifies the parent of absences and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purpose of discussing the reasons for absences and signing an attendance contract. |
| **6 - 7** | Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absences from school. |
| **8+** | Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, Department of Family and Children Services or other agency. |

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.**

**According to Georgia Department of Education research, an improvement of student attendance by roughly three percent or the equivalent of five instructional days increases the number of students meeting or exceeding standards on the Criterion Reference Competency Test (CRCT) by more 10,000 students.**

## 10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will not skip classes and required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

| **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only.</u>**

## 11. CLASSROOM DISTURBANCE

Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

## 12. SCHOOL DISTURBANCE

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, **<u>terroristic threats</u>**, **<u>gang-related activities</u>**, walk-outs, sit-downs, **rioting/chaos**, picketing, trespassing, inciting disturbances, threats to the school, pranks, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

| **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 13. PROFANITY/OBSCENITY

Students will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene words or gestures; spitting on another person; possession of obscene material/pornography; and profane, vulgar or obscene comments or actions.

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 15. CHRONIC TARDINESS

Students will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

### The following applies to all unexcused tardies:

| Number of Tardies | School Action Per Occurrence*<br>*The Attendance Protocol/Consequences are subject to change at any time. |
|---|---|
| **1 - 2** | Student receives a warning. Teacher is responsible for contacting the parent(s). |
| **3 - 6** | Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s). |
| **7 - 10** | Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract. |
| **11+** | Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence. |

**NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.**

## 16. BUS MISBEHAVIOR

**NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 33-34)**

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus. Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

Students will not engage in any conduct, including but not limited to, cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, property or well-being of other students, teachers, or other employees of the School District.

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony (O.C.G.A. § 15-11-63) must be referred directly to the Department of Safe Schools and Student Relations and subject to the Student Placement Protocol as described on page 42.**

## 18. GAMBLING

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

### A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Before a student may be charged with such a violation, the student must be warned of possible consequences and be referred to a school counselor, school social worker, or other

appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

### B. Violation of Local School and/or District-Wide Probation

Students will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules could result in possible long-term suspension or expulsion.

**ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 20. PARKING AND TRAFFIC VIOLATIONS

Students will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. **Parking permits must be renewed upon expiration.**

**HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.**

## 21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING

Students will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school building on weekends or after school hours without authorization or permission.

**NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be handled by law enforcement.**

| **ELEMENTARY INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

| **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| | **Level 5 – Suspension of 10 days with a contract** |
| | **Level 6 – Long-Term Suspension** |
| **Maximum:** | **Level 7 – Expulsion** |
| **A required 10-day suspension must be served and a due process hearing held for Level 6-7** | |

## 22. PROVIDING FALSE INFORMATION

Students will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

| **ELEMENTARY INITIATED CONSEQUENCES:** | |
|---|---|
| **Minimum:** | **Level 1 - Conference** |
| | **Level 2 - Intervention(s) (see pages 36-37)** |
| | **Level 3 – Suspension of 1-3 days** |
| | **Level 4 – Suspension of 4-10 days** |
| **Maximum:** | **Level 5 – Suspension of 10 days with a contract** |

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**

**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 23. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

Students will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**

**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

## 24. STUDENT IDENTIFICATION CARD VIOLATION

Students will not be present on school grounds or attend any school event without proper student identification. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards**.**

**ELEMENTARY INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Maximum: Level 3 – Suspension of 1-3 days**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 1 - Conference**
**Level 2 - Intervention(s) (see pages 36-37)**
**Level 3 – Suspension of 1-3 days**
**Level 4 – Suspension of 4-10 days**
**Maximum: Level 5 – Suspension of 10 days with a contract**

## 25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and to adhere to the student dress code found on pages 63-64 of this handbook and any additional requirements listed in local school regulations.

### The following penalties apply to ALL student dress code violations:

| Number of Offenses | Actions of the School |
|---|---|
| **First Offense** | Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation |
| **Second Offense** | Required parent conference and two (2) days ISS |
| **Third Offense** | Contact parent, up to 10 days ISS, local probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing. |

## 26. UNSAFE ACTION

Students will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to allude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, **any knockout style punches to an unsuspecting victim**, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**
**Minimum: Level 5 – Suspension of 10 days with a contract**
**Level 6 – Long-Term Suspension**
**Maximum: Level 7 – Expulsion**
**A required 10-day suspension must be served and a due process hearing held for Level 6-7**

# BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

## AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the part of the road reserved for vehicles
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

## WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

## ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

## LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 34)

# BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

| INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES | First Offense | Second Offense | Third Offense | Fourth and Succeeding Offense |
|---|---|---|---|---|
| **Delaying the bus schedule** | Level 1 | Level 2 | Level 3 | Level 4 |
| **Not sitting in the seat** | Level 1 | Level 2 | Level 3 | Level 4 |
| **Playing radio, tape, CD, IPOD, MP3 without earphones** | Level 1 | Level 2 | Level 3 | Level 4 |
| **Disrupting the bus** (Excessive Noise) | Level 1 | Level 2 | Level 3 | Level 4 |
| **Using inappropriate language** (Cursing, name calling directed toward student or adult) | Level 1 | Level 2 | Level 3 | Level 4 |
| **Bullying/Harassment/Hazing** | Level 2 | Level 3 | Alternative School* | Alternative School* |
| **Hitting other students** | Level 2 | Level 3 | Level 4 | Level 5 |
| **Throwing objects in the bus** | Level 2 | Level 3 | Level 4 | Level 4 |
| **Throwing objects out of the bus window** (Without damage to property) | Level 2 | Level 3 | Level 4 | Level 4 |
| **Vandalism** (Includes vandalism resulting from an object being thrown from the bus) Damage under $100 | Level 4 Damage under $100 | Level 5 | Level 6 | Level 6 |
| **Fighting** (NO HITTING ZONE) | Level 5 | Level 6 | Level 6 | Level 6 |
| **Violating the alcohol/drug policy** (Possession/Use) | Level 5 | Level 6 | Level 6 | Level 6 |
| **Violating the alcohol/drug policy** (Distribution) | Level 6 | Level 6 | Level 6 | Level 6 |
| **Vandalism** (Includes vandalism resulting from an object being thrown from the bus) Damage over $100 | Level 6 Damage over $100 | Level 6 | Level 6 | Level 6 |
| **Exiting the emergency exit while in route** | Level 6 | Level 6 | Level 6 | Level 6 |
| **Assault** | Level 6 | Level 6 | Level 6 | Level 6 |
| **Multiple Assault** (Physical assault by 2 or more students acting together) | Level 6 | Level 6 | Level 6 | Level 6 |
| **Inciting to Riot/Chaos** | Level 6 | Level 6 | Level 6 | Level 6 |
| **Possession of a Weapon, other than a Firearm** | Level 6 | Level 7 | Level 7 | Level 7 |
| **Possession of a Firearm** | **Expulsion** | **Expulsion** | **Expulsion** | **Expulsion** |

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

# DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route to or from school, or to or from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when the misconduct is directed at a School District student, employee, or volunteer and is related to the victim's affiliation with the School District;
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave); and
- Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school.

# INVESTIGATION OF MISCONDUCT

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

**The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If you disagree with this decision, you may appeal to the school principal in writing within one (1) school day of receiving the decision. If you disagree with the principal's decision, you may appeal in writing to the regional superintendent within one (1) school day of receiving the principal's decision. Please refer to the Discipline Due Process flowchart on page 73 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for a summary of the District's discipline process.**

# EXPLANATION OF DISCIPLINARY LEVELS

## School Initiated Consequences

Each school is responsible for following the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and applying the appropriate consequence and intervention levels.

## Level 1 Conference:

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

## Level 2 Intervention: ALL Interventions should be age appropriate and behavior specific.

**(Sample List of Interventions)**

| | |
|---|---|
| **Referral** | Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel |
| **Time-Out** | Temporary denial of a student's right to attend class |
| **Detention** | Detaining a student for disciplinary reasons before or after school hours (including Saturdays) |
| **Staffing** | Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations |
| **Local Probation** | Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian |
| **Restricted Activity** | Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school |
| **In-School Intervention** | May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction |
| **Substance Abuse Education** | Required participation in ***GRIP Program** (Gaining Results Intervention/Prevention) |
| **Violence Education** | Required participation in ***POINTS Program** (Providing Optional Intervention Needed To Succeed) |
| **Probation** | Write-up for the discipline offense with a defined period of good behavior to prevent suspension |
| **Mediation** | Referral to conflict mediation |
| **Lockout** | Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred |

***Programs may be available based upon DeKalb County School District budgetary mandates.**

# ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record)
Referral to Communities in Schools
Escort to and From Class/Change of Class
Limit Movement (Provide Supervision)
Moving the Student's Seat in Class/on the Bus
Parent Visit the School and Shadow the Student
Parent Accompany Student to the Bus Stop
Referral to School Nurse
Schedule Change
Modification of the School Day
Revisit IEP/Section 504 Plan for Additional Modifications
Involvement of Outside Agency (Initiated by parent)
Behavior Checklist
Counseling
Individualized Behavior Contract
Mentoring
Probation
Referral to School Psychologist
Review for Possible Exceptional Ed. Placement
Review for Possible 504 Plan
Tutoring
Written Disciplinary Assignments

## SCHOOL- INITIATED CONSEQUENCES

**NOTE: Suspensions may consist of in-school, out-of-school or bus suspensions, as deemed appropriate by school administrators.**

**Level 3** **Suspension (1-3 days): School initiated suspension**

**Level 4** **Suspension (4-10 days): School initiated suspension**

**Level 5** **Suspension of 10 days (with contract): School initiated suspension**

**Level 6 and 7 Violations:** **Out of School Suspension for more than 10 days -** Require a District due process hearing with appropriate consequences levied by the Hearing Officer or the Board of Education

**Level 6** **Long-Term Suspension:** A long-term suspension is beyond 10 days through the current semester. During the suspension, one or more of the following decisions will be rendered:

**A. Suspension:** The student is removed from all programs of the School District for a specified length of time up to the end of the current semester.

**B. Assignment to an Alternative School or an Alternative Program:** The Hearing Officer or the Board of Education may require that the student be assigned to an alternative educational placement during the long-term suspension.

**C. Allowed to Remain in the Local School with Additional Consequences:** The Hearing Officer or the Board of Education may require that the student participate in in-school suspension, community service, be placed on school-based social restriction, attend the **GRIP (**Gaining Results Intervention/Prevention) Program, **POINTS** (Providing Optional Intervention Needed To Succeed) Program or other consequences as deemed appropriate.

**D. No Further Action:** The Hearing Officer or Board of Education will allow the student to to return to the local school at the end of any outstanding suspension and no further consequences will be assigned.

**Level 7** **Expulsion:** The denial of a student's right to attend school and school sponsored activities beyond the current semester. The student may or may not be assigned alternative education during this time as deemed appropriate and/or in compliance with state/federal law. This decision may only be rendered by the Hearing Officer or the DeKalb Board of Education.

# DEFINITIONS OF TYPES OF DISCIPLINE

## IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

## OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for 1-10 school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request school work and pick up the school work during school hours. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Hearing Officer or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Hearing Officer, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

## EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Hearing Officer or the Board of Education may impose expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school.

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

## ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than 10 school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation.

**The student must attend and successfully complete his/her alternative school assignment and may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee.

## PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing.

## RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

## ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

## SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

## RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.***

## STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

**The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires.** The procedures are described in the following sections.

## SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the 10 days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

## DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to testify at the discretion of the Hearing Officer. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

## APPEAL TO BOARD OF EDUCATION

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Safe Schools and Student Relations or may order a copy of a written transcript their own copy at their own expense.

The decision of the Board of Education will be based solely on the record created during the District due process hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. For additional information on the

**The Board will make its decision in Executive Session within ten (10) working days after receipt of the written notice of appeal. It has the power to affirm, reverse, or modify the Hearing Officer's decision. The Board's decision will be final, unless an appeal is made to the State Board of Education within 30 calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.**

## DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

## STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

    **A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.**

    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.

    **B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.**

2. The Special Education teacher(s), the IEP manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's coordinator from Special Education Services/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation of the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.

## STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District afford these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Safe Schools and Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. Parents may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Safe Schools and Student Relations will have three school days following the determination to request review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Safe Schools and Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Safe Schools and Student Relations and any additional information provided by the parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Safe Schools and Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. By example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Safe Schools and Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* when a student's disciplinary infraction occurs within the school's jurisdiction, as defined on page 35. The normal disciplinary procedures will be followed in these instances.

**This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.**

## SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

## PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors.

## LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

## AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

## SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

# KEEPING WEAPONS OUT OF SCHOOL

## KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

## WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 13-14.)

## SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

## WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

**When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.**

## DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the *Teenage and Adult Driver Responsibility Act*. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

## A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

## *CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK*

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

## IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

**ARRESTED**
**PLACED IN A POLICE CAR**
**TAKEN TO JAIL OR A DETENTION CENTER**
**SENTENCED TO JAIL**
**PENALIZED WITH SUBSTANTIAL COURT FINES**
**PLACED ON PROBATION**
**EXPELLED FROM SCHOOL**

## PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct* to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

**Responsibility** is knowing what is expected of you.
**Responsibility** is having high expectations of yourself and others.
**Responsibility** is making responsible choices.
**Responsibility** is making the right decision when the wrong decision is easier.
**Responsibility** is the measure of maturity.

# STUDENT RIGHTS AND RESPONSIBILITIES

## RESPONSIBILITIES

### A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

### B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

# RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

**(1)** The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**(2)** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

**(3)** The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

**(4)** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

## RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. Such notification should be sent to the student's principal.

## PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

# STUDENT COMPLAINT PROCEDURES

## COMPLAINTS OF DISCRIMINATION OR HARASSMENT

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 74 for the Bullying/Harassment/Hazing flowchart and page 75 for the Bullying/Harassment/Hazing Report Form in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.*

## REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

*O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:*

**A.** Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

**B.** Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

**C.** Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

## GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

### DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

### PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

**Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083.**

# INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

**STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.**

# SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

## BULLYING, HARASSMENT AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, or drugs.

**Board Policy: Bullying/Harassment/Hazing** **Descriptor Code: JCDAG**

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying/harassing/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

1. is directed specifically at students or school personnel;

2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Schools shall keep reports of bullying/harassment/hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying/harassment/hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying/harassment/hazing shall be implemented in accordance with the accompanying administrative regulation.

**Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)**

The District expressly prohibits the bullying/harassment/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

**A. Definitions**

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

**B. Prohibited Behaviors**

Examples of prohibited behaviors include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

**C. Reporting Incidents of Bullying/Harassment/Hazing**

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

**D. Responding to Incidents of Bullying/Harassment/Hazing**

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification and reporting obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose of other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing may include but is not limited to the following:

   - Loss of a privilege;
   - Reassignment of seats in the classroom, cafeteria, or school bus;
   - Reassignment of classes;
   - Detention;
   - In-school suspension;
   - Out-of-school suspension (through appropriate due process hearing);
   - Expulsion (through appropriate due process hearing);
   - Assignment to an alternative school (through appropriate due process hearing).

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

## GANG-RELATED ACTIVITY

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

"Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property;
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

**Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

## MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

## ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

**Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.**

## HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

## CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

**NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal**.

**STUDENTS ARE STRONGLY CAUTIONED THAT SENDING THREATENING/INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.**

## SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified veteran police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

**Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.**

## CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

## TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges** form.

## CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior. The initial focus of the RtI process is developing and implementing intervention strategies to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair or student support specialist) prior to a referral to a District due process hearing.

## STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the Assistant Principal for discipline and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. The SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a referral is made, special education staff will obtain parental consent to review all SST/RtI records, including all data and all evaluations, and to complete any additional evaluations necessary. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

## PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

## PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the Board of Education.

## SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained audit teams (four-five members per team) will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Chief Legal Officer, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

## STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see page 32):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

**NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.**

## CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

### Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

## SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

# BOARD POLICY SECLUSION AND RESTRAINT
# DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

## NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

# SECTION 504 PROCEDURAL SAFEGUARDS

## OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

## HEARING REQUEST:

The Request for the Hearing must include the following:

**A.** The name of the student;

**B.** The address of the residence of the student;

**C.** The name of the school the student is attending;

**D.** The decision that is the subject of the hearing;

**E.** The requested reasons for review;

**F.** The proposed remedy sought by the grievant; and

**G.** The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

## MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

## HEARING PROCEDURES:

**A.** The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

**B.** Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

**C.** The grievant will have an opportunity to examine the child's educational records prior to the hearing.

**D.** The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

**E.** The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

**F.** The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

**G.** The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

**H.** The hearing shall be closed to the public.

**I.** The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

**J.** Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

**K.** Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

**L.** Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

**M.** Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

## DECISION:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

## REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

# APPENDIX

# RIGHT TO KNOW
# PROFESSIONAL QUALIFICATIONS OF TEACHERS (ESEA)

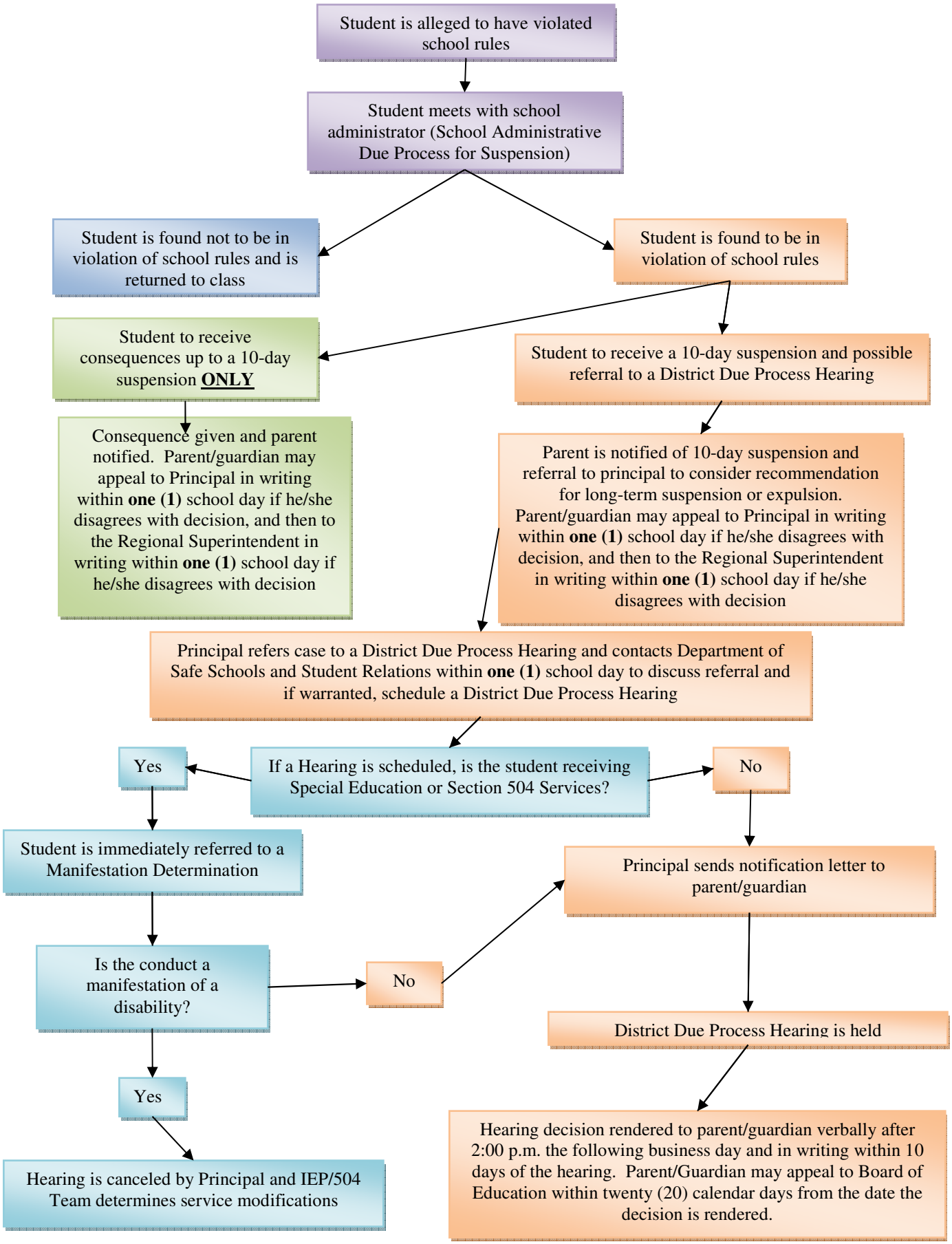
In compliance with the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB), parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested:

1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

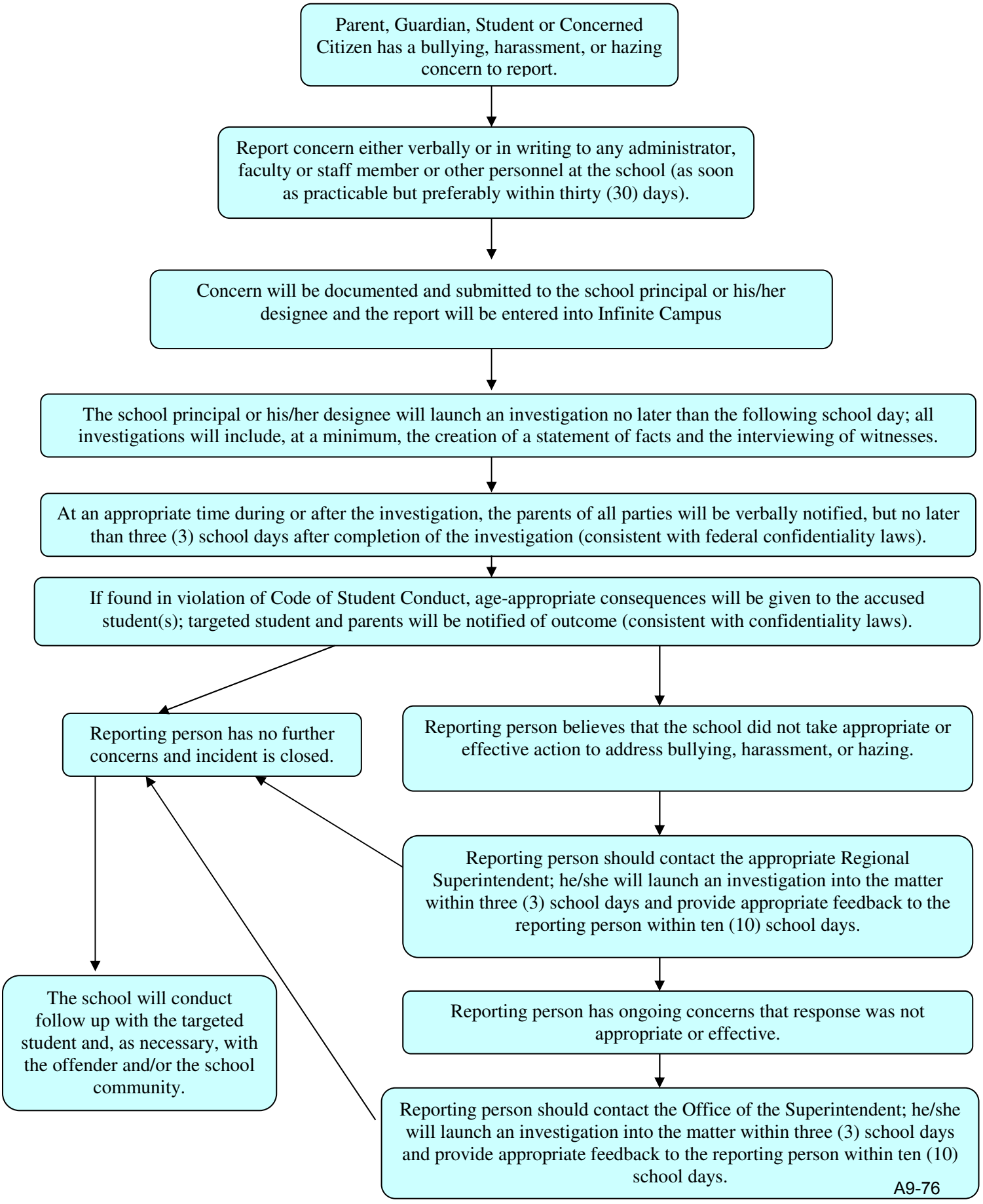
If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the school principal.

# DISCIPLINE DUE PROCESS FLOWCHART

Destiny Achievers Academy of Excellence



**2015-2016**
**BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART**



**2015-2016**

***Bullying /Harassment/Hazing Report Form***

***This form is available at www.dekalb.k12.ga.us/student-relations.***

***Today's Date*** _____ /_____ / _____ ***School*** _____

***Person Reporting Incident: Name***

_____

***Circle one:*** Victim/Target Concerned Student Parent/Guardian Relative Concerned Person Faculty/Staff
***Wants to remain anonymous?*** € Yes € No (If yes, do not write in name)

***Telephone*** _____-_____- _____ ***E-mail*** _____

| ***1. Name of student victim (Please print)*** | ***School*** | ***Age*** | ***Race*** | ***Gender*** |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |

| ***2. Name(s) of alleged offender(s)*** | ***Status (Student, Faculty/Staff, Other) School*** | ***Age*** | ***Race*** | ***Gender*** |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

***3. Has this student been bullied, harassed or hazed on previous occasions? Yes No***

***4. On what date(s) did the incident(s) happen?***

____/ ___/ _____ Time: _____ AM/PM ____ / ____/ _____ Time: _____ AM/PM
Mo. Day Year Mo. Day Year

***5. Where did the incident(s) happen? (Choose all that apply)***

□ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
□ At a school-sponsored activity or event off school property
□ On a school bus (Please circle): AM/PM
□ On the way to/from school (Please circle: AM/PM)
□ On-line

***6. Place an X next to the statement(s) that best describes what happened (choose all that apply):***

□ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
□ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
□ Persuading another person to hit or harm the student
□ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
□ Hazing
□ Extortion
□ Intimidating or making rude and/or threatening gestures
□ Exclusion (excluding or rejecting the student)
□ Spreading harmful rumors or gossip or Public Humiliation
□ Cyberbullying/Cyberstalking (Circle one: During School/After School)

***7. Motivation of the bullying/harassment/hazing (Check one):***
__Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

***Briefly describe the incident as reported to you or attach a written statement and any materials provided:***

_____
_____
_____

***This report has been submitted to (Circle):*** Principal Principal's Designee (Name) _____

___/___/_____ _____ _____
Date Submitted Print Name Signature
Distribution: Original to Principal/Principal's Designee; Copy for student records, copy for submitter Revised 03-30-15

# 2015-2016 Parent/Guardian Signature Page

## Parent/Guardian
## Acknowledgement of Receipt

Please read and review the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child's school as soon as possible.** Thank you for your support.

## Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during all summer programs following the 2015-2016 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2015 DeKalb County School District summer school/program.

## Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Please sign below if your child has permission to participate. Refer to the Protection of Pupil Rights Amendment section on page 50 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

## DeKalb County School District
## Safe School Pledge

My individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the *Code of Student Conduct: Student Rights and Responsibilities and Character Development Handbook*. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

## Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 24, 25, and 27 for more information).

Student Name (Please Print) _____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____

Comment:

***Please sign, date and return to your child's Homeroom Teacher during the first week of school.***

DeKalb County
School District

*"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.*

*The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."*

-National PTA

---

**WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.**
**THEY MAY BE SENT TO:**

**DEPARTMENT OF SAFE SCHOOLS AND STUDENT RELATIONS,**
**5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083**
**(678) 676-1811**

**DR. MELVIN JOHNSON, CHAIR**

**DR. R. STEPHEN GREEN, SUPERINTENDENT**

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

# 9.2 Parent and Student Handbook

DESTINY ACHIEVERS
ACADEMY OF EXCELLENCE
• Home of the Eagles •

# A DeKalb Charter High School

3595 Linecrest Road
Ellenwood, GA 30294
Website Address: www.DAAOE.org

Phone: 404-328-0898
Fax: 404-328-1294

# Student Handbook

## 2015-2016

Go confidently in the direction of your dreams.
Live the life you've imagined.
Take control of your Destiny.

Charles K. Maxwell, Ph.D. ~ Principal

Tyra M. Simon, Ed. S. ~ Assistant Principal

Dr. Zaheerah Shakir, Curriculum Leadership and Supervision

## School Hours

| | |
|---|---|
| Monday - Friday | 8:00 a.m. – 4:00 p.m. |
| After School Hours | 4:00 p.m. - 4:30 p.m. |

## Twelve-Month Employees

| | |
|---|---|
| Administrative Assistant | Sharonda Haddock |
| Administrative Assistant | Geraldine Norman |
| Guidance Counselor | Dorothy Hoyett |
| Registrar | Shirley Steverson |
| Building Manager | Chris Jakes |
| Custodian | David Jackson |
| Parent Liaison | |

# Ten-Month Teaching Staff

| | |
|---|---|
| Language Arts | Chelsea Doyle |
| Language Arts | Helaine Woods |
| Mathematics | |
| Mathematics | |
| Science | Dr. Mary J. Robinson |
| Science Tina | Strong |
| Chemistry/Forensics | Mary DePass |
| Social Studies | Dr. Herbert Adams, Jr. |
| Business Essentials | |
| Economics | Ann Trammell |
| Foreign Language | Donaldo Whyte |
| Sp. Ed./ Physical Education/Health | Anthony Bouie |

# Mission Statement

The mission of Destiny Achievers Academy of Excellence (DAAOE) is to provide students with the highest level of academic opportunity by providing high standards and expectations in a challenging and supportive environment, thereby ensuring that all students are given opportunities, experiences and academic preparation needed for graduation and post secondary opportunities, including college and the workforce.

# School Creed

We are the Leaders of the Future.
We will be Successful.

Determination is what we have.
Fear is what we leave behind.

Our minds are set!
We are Destined.
We are the Leaders of the Future.

# DeKalb County Board Approved Academic Calendar 2015-2016

**August 2014**

| | |
|---|---|
| 6–10 - Tuesday-Friday | Preplanning - All teachers report at 8:00 a.m. |
| 8 - Wednesday | Open House (2:30 p.m. – 4:30 p.m. ~ New Students; 4:30 p.m. – 6:30 p.m. ~ Returning Students) |
| 9 - Thursday | Staff Development Day |
| 11 - Monday | **First Day of School** |

**September**

| | |
|---|---|
| 1 - Monday | **Holiday** - Labor Day (School/Administrative Offices Closed) |

**October**

| | |
|---|---|
| 14 - Monday | Schools Closed |

**November**

| | |
|---|---|
| 6 - Tuesday | **Election Day** – (Schools Closed/ Administrative Offices Open) |
| 19-21 - Monday-Wednesday | **Holiday**—(Schools Closed/Administrative Offices Open) |
| 22-23 - Thursday-Friday | **Holiday**—Thanksgiving (School/Administrative Offices Closed) |

**December**

| | |
|---|---|
| 21 - Friday | **End of First Semester**—(Winter Holidays Begin at End of Day) |
| 24-26 - Monday-Wednesday | **Holiday**—(Schools Closed/Administrative Offices Closed) |
| 27-28 - Thursday-Friday | **Holiday**—(School Closed/Administrative Offices Open) |
| 31- Monday | **Holiday** – (Schools/Administrative Offices Closed) |

**January 2015**

| | |
|---|---|
| 1-2 – Tuesday - Wednesday | **Holiday**—(Schools/Administrative Offices Closed) |
| 3-4 – Thursday - Friday | **Holiday** – (Schools Closed/Administrative Offices Open) |
| 7 – Monday | Teacher Workday (Students do not report.) |
| 8 - Tuesday | **Second Semester Begins** (Students Return) |
| 21 - Monday | **Holiday**—Dr. M. L. King, Jr. Birthday (Schools/Administrative Offices Closed) |

**February**

| | |
|---|---|
| 18 - Monday | **Holiday**—President's Day (Schools/Administrative Offices Closed) |

**March**

| | |
|---|---|
| 8 - Friday | Schools Closed |

**April**

| | |
|---|---|
| 8-10 - Monday-Wednesday | **Spring Break**—(Schools Closed/Administrative Offices Open) |
| 11–12 - Thursday-Friday | **Spring Break**—(School/Administrative Offices Closed) |

**May**

| | |
|---|---|
| 23 - Thursday | **Last Day of School** |
| 24 - Friday | Post-planning for Teachers |

## Daily Schedule

7:30 School building opens

7:45 - 7:55 Breakfast

8:00 - 8:55 Homeroom/Tutorial

9:00 – 9:55 1st Period

10:00 - 10:55 2nd Period

11:00 - 11:55 3rd Period

12:00 -1:35 4th Period

12:00 – 12:35 A Lunch

12:40-1:15 B Lunch

1:40 – 2:45 5th Period

2:45-3:45 6th Period

4:00 Dismissal

## Tutorial Schedule

Students needing assistance in a class or classes can take advantage of Destiny's mandatory tutorial program. Teachers will be available every day for help in each core subject.

Monday - Friday 4:00- 4:30 All core subjects

All students must participate in the tutorial program and may not leave the building before 3:45 p.m. Transportation will only be provided for students going to the Indian Creek station.

## Destiny Academics

## Grading Scale

A= 90-100
B= 80-89
C= 71-79
D= 70
F= 69-below
I= Incomplete

## E-mail Correspondences

Each student is required to pr ovide an email address to the registrar. This email addr ess will be used f or school correspondences. Y our email a ddress will be part of y our enrollment packet. If the address changes during the school year, the address must be updated immediately.

## Course Offerings

**Language Arts**
9th Grade Literature/Composition
World Literature
American Literature
British Literature
Creative Writing
Public Speaking
Study Skills
Health
Ph

**Mathematics**
Math I, II, III, and IV
Algebra I, II, and III
Geometry

Spanish

**Science**
Physical Science
Environmental Science
Biology
Forensics

**Business**
Business Essentials
Business Law
Entrepreneurship
Business Communication

**Physical Education**

ysical Fitness
Personal Fitness
Games and Recreation

**World Language**

**Social Studies**
Civics
World Geography
World History
U.S. History
Economics
African American Studies

# DOLA

DeKalb County School District's virtual school is designed to enhance the educational experience for students by providing greater access to learning via online courses.

## Criteria for Grade Level Promotion

In order for a student to successfully be promoted to the next grade level, the following requirements must be met:

- To the 10th - **6 credits** ( 3 core, 3 electives)
- To the 11th - **12 credits** ( 6 core, 6 electives)
- To the 12th - **18 credits** ( 9 core, 9 electives)
- Graduation - **24 min total credits (having met all curriculum requirements)**

# Diploma Choices/Credits

## College Preparatory Basic Diploma

| Subject | Units Req. | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|---|
| ENGLISH | 4 | Grammar/ Usage Literature | World Literature | American Literature | Composition / British Literature |
| MATH | 4 | Math I/ Geometry | Geometry/ Algebra II/ | Geometry/ Algebra II/ Algebra III/ Pre-Calculus | Algebra III/ Pre-Calculus/ Calculus/ Math IV |
| SCIENCE | 4 | Biology | Physical Science/ Chemistry | Chemistry/ Physics | Physics/ Lab Science |
| SOCIAL STUDIES | 4 | Citizenship .5/ Other Social Studies .5 | World History | US History | Economics .5/ Other Social Studies .5 |
| WORLD LANGUAGE | 2 | | | | |
| HEALTH | .5 | Health | | | |
| PHYSICAL EDUCATION | 1.5 | Physical Education | | | |
| FINE ARTS | 1 | | | | |
| CAREER TECH | 1 | | | | |
| ELECTIVES | 2 | | | | |
| **Total** | **24** | | | | |

# Technology/Career Basic Diploma

| Subject | Units Req. | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|---|
| ENGLISH | 4 | Grammar/Usage Literature | World Lit. | American Lit. | Comp/ Brit Lit. |
| MATH | 4 | Math I/ Geometry or Applied Geometry/ | Geometry or Applied Geometry/ Algebra II/ | Geometry or Applied Geometry/ Algebra II/ Algebra III/ Pre-Calculus | Algebra III/ Pre-Calculus/ Calculus/ Math Money Management |
| SCIENCE | 4 | Biology | Physical Science/ Chemistry | Chemistry/ Physics | Physics/ Lab Science |
| SOCIAL STUDIES | 4 | Citizenship .5/ Other Social Studies .5 | World History | US History | Other Social Studies .5 |
| WORLD LANGUAGE | 1 | | | | |
| HEALTH | .5 | Health | | | |
| PHYSICAL EDUCATION | 1.5 | Physical Education | | | |
| ELECTIVES/ CAREER TECH | 4 | | | | |
| **Total** | **24** | | | | |

## Project Based Learning

Here at Destin y, we are dedicated to pr oviding a comprehensiv e learning en vironment that will in crease academic achiev ement and success f or students. Project based learning is an a venue in which students can be engaged in all facets of the learning process.

## Project based learning prepares students to:

- Communicate using a variety of media and formats;
- Access and exchange information in a variety of ways;
- Compile, organize, analyze and synthesize information;
- Draw conclusions and make generalizations based on research and prior knowledge;
- Become self-directed learners;
- Collaborate and cooperate in team environment;
- Interact with others in ethical and appropriate manner;
- Share information learned in open forum.

## Supplemental Educational Services (SES)

Supplemental instruction cr eates study sessions one to three hours per week outside of the normal classroom period.

Research has sho wn that students who at tend SES sessions on a regular basis a verage one-half to one f ull let ter gr ade higher than students who do not attend.

SES emphasizes t he importance of building on the learner 's prior knowledge to build new knowledge. The ultimate goal is f or the learner to develop his or her own conceptual framework.

After school SES will be provided for those students in preparation for the GHSGT and EOCT.

Supplemental Instruction activities for Destiny Achievers Academy of Excellence Charter High School are to include:

- Cornell Note taking
- Simple Reasoning
- Understanding and Asking Questions
- Organization Skills
- Higher Order Thinking
- Research
- Essay Writing
- Effecting Writing
- Jigsaw Puzzles
- Chess
- Think And Compare Lessons
- Patterns
- Time Management
- Understanding Instruction

The students will be divided into small groups and will rotate as needed until they have completed all of the sessions.

## DeKalb High School of Technology (DHST)

Eligible students who are looking to earn elective credits outside of DAAOE or are interested in seeking career technology experience can participate in the DHST program.

## DHST Programs

| | |
|---|---|
| Automotive Collision Repair | Cosmetology |
| Automotive Service Technology | Early Childhood Development |
| Broadcast and Video Production | Electronics |
| Construction Technology | Graphic Communications |

# Attendance

Academic performance and progress are directly related to regular school attendance. Here at Destiny, we encourage our students to strive for perfect attendance.

Each student will be assigned a Jiffy Attendance Pass to check in to school each day. If the Jiffy Pass is lost, the student must pay a mandatory $5.00 replacement fee.

Students are expected to be present and on time each school day. Students who are excessively late or absent will face the following consequences:

- Mandatory after school makeup sessions
- Parent conference
- Suspension
- Withdrawal (10- unexcused absences)

## Tardies

Each student is expected to arrive at school on-time. Class begins promptly at 8:00 a.m. Students will report directly to the cafeteria in the morning. Breakfast is served from 7:45 a.m. to 7:55 a.m.

Students arriving at school after 8:14 a.m. must obtain a tardy pass from Mr. Johnson before they will be admitted to class.

Students arriving to school after 8:29 a.m. will be sent home unless the following is provided:

- A written excuse from a parent or guardian explaining the reason for the tardiness
- Face to face parent conference or phone call from parent or the student

## Early Check Out

Students are strongly discouraged from checking out of school early. Doctor's appointments, etc., should be **arranged before or after school hours.** If a student must check out early, the following procedure should be adhered to:

- Written note from parent with valid telephone number must be provided.
- School officials will call parent to verify appointment.

A parent or guardian may also check a student out in person.

In the case of illness, school officials will make every effort to contact the parent/guardian by phone. Before a student can leave the school premises, permission from a parent/guardian must be obtained regardless of the age of the student.

# Student Dress Code Adherence

**WHEREAS**, Destiny Achievers Academy of Excellence has mandated a dress policy for all students;

**WHEREAS**, it is our belief that young people who are provided a safe and secure learning environment, gain basic skill values, and good citizenship characteristics and are better students;

**WHEREAS**, a strong majority of our parents, teachers, and school officials have come to realize that dress codes are positive and create ways to reduce and thereby prevent future discipline problems from occurring;

**WHEREAS**, it has been established that a mandatory school dress policy can promote school safety and enhance the school learning environment.

Destiny Achievers Academy of Excellence believes that personal appearance of an individual begins with tasteful dress, cleanliness, and common sense. Appropriate dress is instrumental in creating a feeling of pride on the part of DAAOE students resulting in improved academics, better behavior, greater school spirit and positive achievement.

**The following guidelines must be me t in order to enroll and remain in Destiny Achievers Academy of Excellence Charter High School:**

- Khaki relaxed fit Dickies pants ONLY **with a belt**
- White short/long sle eve polo (All shirts **MUST BE** a **Destiny Achievers Academy uniform shirt**)
- **Plain whi te or black** long/short sleeve tee shirts may be worn underneath the uniform shirt
- Dark shoes ( **shoes must not cause a distraction. Loud colors, high heels, or long length boots wor n over pant legs are not permitted**)
- *Any and all exceptions will be communicated in writing*

**The following items are prohibited:**

- Spandex, stretch material, pencil fit or tight fitting pants
- No denim jeans
- Caps (must be removed before entering building)
- Headbands, Head wraps, and scarves
- Bandanas
- Picks, Combs, Hair rollers, etc
- Sunglasses
- Cell phones (use during class time is not allowed)
- Metal ropes, chains, spikes, etc.
- Flip flops, shower shoes, beach shoes etc.
- I pods, MP3 players, DVD players or other electronic devices

Coats and other outerwear **must be** removed upon e ntering the building and is not to be worn during the academic day.

**Pants worn below the waistline and un-tucked shirts are not permitted and will not be tolerated! Shirts should remain tucked until student has left the Destiny campus.**

***Failure or refusal to conform to school uniform policy***

- 1st Offense — Conference with the student
- 2nd Offense — Referral sent home with student/copy mailed and parent conference scheduled
- 3rd Offense — 2nd Referral, phone call, and in-home conference scheduled with parent/guardian
- 4th Offense- — Possibility of student being withdrawn from DAAOE

# Student Conduct

All students are required to abide by the *DeKalb County School District Code of Student Conduct, Student Rights and Responsibilities, and Character Development Handbook.* Each student is required to read the entire handbook and sign a document verifying that this has been completed.

## Student Behavior Guidelines

- ✓ Students will be treated with respect and are to respond respectfully to peers and adults in school.
- ✓ Talking back and arguing are not acceptable. Bullying and/or communication via verbal, text, or by use through any form of social media is not acceptable.
- ✓ Hurting another person, either verbally or physically, is not acceptable.
- ✓ Students will be expected to walk in the hallways like ladies and gentlemen, using soft and quiet feet. Walking through the halls quietly shows respect for others who are studying.
- ✓ Students will be encouraged to use appropriate language at all times. Correct grammar usage is strongly encouraged. Swearing and/or inappropriate gestures are not acceptable.
- ✓ Students will be expected to keep our school looking attractive and free of vandalism and/or graffiti.
- ✓ Drugs, alcohol, tobacco and weapons are strictly forbidden on Destiny Achievers Academy's campus. (Violation of this rule will result in automatic suspension).

## Classroom Conduct

- ✓ Each student will be responsible for following his/her teacher's classroom rules and procedures.
- ✓ No student will be allowed to displa y any disruptive behavior which will interfere with the learning environment of the classroom.
- ✓ Students will be expec ted to care for their textbooks and school furniture.

## Hallway Conduct

- ✓ In order to a void injury inside the building, students must not run in the halls at any time.
- ✓ Loitering or pla ying in the halls and or r estrooms is not permitted. Students are to go the restrooms and w ater fountain as quickly as possible.
- ✓ Students should not use the restrooms or be in the halls during class time except in cases of an emergency.
- ✓ Students are not allowed to touch, remov e or add items to bulletin boards in the hallway areas.
- ✓ Students are expected to stay to their right while walking in the hallway.

## Cafeteria Conduct

- ✓Students are to enter the cafeteria in an orderly manner.

- ✓ Noisy or loud talking during lunchtime is to be k ept to a minimum. Excessive noise or loud talking is not permitted
- ✓ Teachers/Staff are on duty in cafeteria at all times.
- ✓ Students displa ying inappropri ate conduct in the caf eteria will be disciplined and asked to leave.

## Van/Bus Conduct & Consequences

Riding the V an/Bus to or from school or on f ield trips is a privilege. Students are responsible for obeying the following regulations:

- ✓ Follow the directions of the driver the first time they are given.
- ✓ Stay in your seat.
- ✓ Keep all parts of your body inside the van and or bus.
- ✓ Keep your hands and feet to yourself.
- ✓ Do not litter, write on, or damage the van or bus in any way.
- ✓ No cursing, smoking, loud talking or loud music will be allowed.

## Electronic Devices

- Any electronic device will be taken up and returned to parents if used during school hours. Neither the school nor school personnel will be r esponsible if items are damaged, s tolen or lost.
- Cell phones ma y be carried; howev er, **they are not to be**

**used during school hours and may be taken up by teachers or administrative staff if they cause any type of distraction (ringing, vibrating, texting, etc.)**

## Discipline Policy

Destiny Achievers Academy believes that although students have the right to a public education where they can be taught fairly, they do not have the right to:

1. Interfere with another student's learning.
2. Engage in behavior that is not in the best interest of themselves or others, or, thereby, interfere in the teaching/learning process.

The School is strongly committed to encouraging all who are involved with the development and education of students to work together to make the school experience successful. Positive student behavior will be expected and misbehavior will be dealt with in an appropriate manner as indicated in the ***Student Code of Conduct Student Rights and Responsibilities and Character Development Handbook*.**

## Destiny's Procedures for Disciplinary Concerns:

- Personal conference with student
- Mandatory conference with parent or guardian
- Disciplinary action such as detention
- Time out with another staff member

- Referral to appropriate resource personnel, such as the counselor or parent liaison

# General Information

## Parent Involvement

Parents are involved from the initial entrance conference and are expected to be a part of their student's education. Parents are required to complete 16 hours of volunteer work during the school year.

## Guidance

The counselor will be a vailable to a ssist students with registr ation, give career guidance, provide educational options, provide educational materials, and assist students and parents with personal issues.

## Visitors

All visitors must report to the main of fice and sign the visitor 's log. Persons visiting a student other than a parent or guardian must provide identification and a valid reason for their visit.

## Tobacco Use

Students may not carry or use toba cco products on DAAOE property. Students caught with tobacco prod ucts will be appropriately disciplined according to the DAAOE conduct guidelines and the *Code of Student Conduct, Student Rights and R esponsibilities, and Character Development Handbook*.

## Transportation

Students and parents are responsible f or providing transportation to and from school. MAR TA services are provided in close pr oximity to the school. Destin y Achiev ers Academ y does pr ovide pick up and drop of f services to I ndian Cr eek tr ain station. Students will be responsible for obtaining required document from the parent liaison.

## Food Services:

Student lunches are provided by Pr eferred Meals. The lunches provided ar e in accor dance with the DeKalb Food Service and Nutrition Program. Free and reduced lunch will be available to eligible students. All others must pa y the appropriate meal prices f or high school lunch.

## Meal Prices for 2015-2016

Breakfast: $1.50
Lunch: $2.50

## Reduced Meals:

Breakfast: $.30
Lunch: $.40
Milk: $.50

# Five Tips for Student Success

**Use dail y, wee kly, and semester calendars to keep trac k of appointments, assignments, and projec ts and t o plan how to use your time wisely.**

- Effective time managers don't rely on their memories to hold important dates and times. They write them down ! This clears their brains for more important tasks like thinking.

- Combine due dates for several major projects on a long-term calendar like the Semester-On-A-Page to help you set and accomplish goals, plan and use your time wisely, and avoid procrastination or last minute panics.

**Review your lecture and reading notes within 24 hours after you take them.**

- Since we tend to forget about 80% of what we read or hear within the first 24 hours, this first review is vital to retention. Equally important, it helps you to build a "framework" of knowledge that you continually add to instead of starting from scratch.

- Another method that helps you to retain new information is to review your notes periodically to avoid having to cram shortly before a test or quiz.

**Keep all your class materials syllabi, notes, papers, exams, and homework in a 3-ring binder.**

- Many students spend half of their time just getting organized. Do it as you go; then, use the time you've saved for valuable physical and mental recreation.

- Organize items in your notebook immediately rather than just sticking them in a book or some other place for later. Loose papers often slip or fall out if they are not secured.

**Establish a regular study routine, and study during daylight hours.**

- Find a place that is comfortable but not too comfortable and always do your studying there, preferably during the same hours each day.

- Also, keep in mind that you are about 1.5 times more productive during the daylight hours than when the sun is down.

Parents and Students:

Be prepared to sign pages 2 and 67 in the *DeKalb County School District Code of Student Conduct, Student Rights and Responsibilities, and Character Development Handbook*.

Dr. Charles K. Maxwell
Principal
Destiny Achievers Academy of Excellence Charter High School

# 9.3 Student Dress Code and Uniform Policy

# DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
# STUDENT DRESS CODE

The philosophy of the School is to offer students a comprehensive, interdisciplinary educational program in a highly structured setting. Emphasis is placed on **high academic standards, a mandatory uniform dress code,** and a **strict code of conduct**. The uniform is a symbol of unity, pride, and excellence; therefore, the dress and appearance of the student should always be neat and proper. Students will not be admitted to school or class wearing pants without a belt, and/or pants that are sagging or exposing underwear. In order for a student to be admitted to school or class, he or she must wear the required uniform daily.
Dressed in proper attire, students are to enter the building report directly to the cafeteria.

The required uniform Daily Attire is:
(no exceptions without prior approval)

- DAAOE Jacket (only)
- DAAOE Shirt (purchased onsite)
  (Shirts MUST BE tucked during the school day, and DAAOE logo must always be visible)
- Regular length Khaki pant (4 pockets only) with belt (no cargo pants)

The following items are violations of the dress code and are not permitted.

- Sagging Pants
- Wearing jackets, sweaters, or hooded outerwear not of school logo
- Caps (must not be worn in the building at any time)
- Headbands, Bandanas, scarves
- Picks, combs, hair rollers, etc.
- Flip flops, shower shoes, heels higher than 21/2 inches
- Long boots
- Sunglasses

Failure or refusal to conform to school uniform policy

- **1st Violation** – Conference with the student and contact parent
- **2nd Violation** - Face-to-face parent/guardian conference with the Discipline Coordinator
- **Three (3) violations of the mandatory uniform attire, makes your child ineligible for certain privileges and may result in suspension and/or withdrawal from school.**

Parent Signature: _____Date_____

Student Signature: _____Date_____

The administration reserves the right to modify the dress code for special occasions, such as field day or school spirit day.

# Appendix 10

## 10.1 Insurance Certifications

## 10.2 Letter of Assurances

## 10.3 SACS Accreditation

# 10.1 Insurance Certifications

# 10.2 Letter of Assurances

DeKalb County School District

1701 Mountain Industrial Blvd.
Stone Mountain, GA 30083-1027
678-676-1200

Board of Education
Dr. Melvin Johnson, Chair
Mr. James L. 'Jim' McMahan, Vice Chair
Dr. Michael A. Erwin
Mr. Stan O. Jester
Dr. Joyce Morley
Mr. Marshall D. Orson
Mrs. Vickie B. Turner

Superintendent
Mr. Michael L. Thurmond

# Charter School Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the _____ day of _____, 20_____, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: **Destiny Achievers Academy of Excellence**, in which the petitioner assures that, if approved, the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

**Students, Academic Performance & Student Growth**

1. The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.

3. The charter shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41, and federal accountability requirements, and participate in statewide assessments. Additionally, the charter school will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.

4. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Charter School Office, or the Internal Audit Team, as needed.

5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.

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6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

**Student Support Services**

1. The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations.

2. Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

3. Establish a Section 504 team in accordance with state guidelines and local school board policies.

4. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

5. Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

6. Comply with Section 504 by providing the appropriate accommodations and equipment.

7. Immediately notify the DCSD Charter Office, upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or §504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

8. Hire or contract certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy).

9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.

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10. If the charter school does not have a certified or Hi-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/Hi-Q teacher is hired, and the substitute must be able to knowledgably maintain and implement students' Individualized Education Plans.

11. Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

12. Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

**Governance**

1. The charter school shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution.

2. The charter school's governing board members shall receive initial training and annual training thereafter.

3. The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter.

4. Charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

5. No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.

6. All meetings of the charter governance board are subject to the provisions of O.C.G.A. §50 -14-1 et seq. (Open & Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).

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7. The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.

8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.

9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

**Financial**

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.

2. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

3. The charter school is subject to an audit by the District's Internal Audit Department.

4. The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.

5. The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than October 1st of each year.

6. The school will be responsible for providing various financial reports to the DCSD Charter Schools Office and DeKalb County Board of Education, including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

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7. Any financial audit findings may result in termination of the charter after review of by the DCSD Finance Department.

8. The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

9. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been resolved satisfactorily.

10. The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.

11. The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.

12. In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia -licensed certified public accountant. This audit shall include a detailed inventory of all assets. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, D CSD shall not be responsible for any debts incurred or contracts signed by the charter school.

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14. The petitioner acknowledges that a charter may be terminated or non-renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

15. The petitioner acknowledges that if, in the judgment of the DeKalb Board of Education, the charter petitioner is in material breach of one or more provisions of this charter and if such material breach is not fully rectified within 30 days after the receipt of written notice to the petitioner identifying the breach and what must be done to rectify it, the DeKalb Board shall be authorized to suspend all payments to the charter school by the District, until such breach is satisfactorily resolved, and/or pursue termination of the charter.

**Facilities**

1. The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

2. The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

3. The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civ il rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

4. Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

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## School Nutrition & Transportation

1. If the charter elects to participate in the National School Breakfast and Lunch Program, the charter will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

2. The charter school agree to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

3. The charter school's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

## Personnel

1. The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1, and other times upon request by Human Resources personnel.

2. The charter school will provide documented annual professional development for all instructional staff.

3. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.

4. The charter school shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals.

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5. The charter school shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

**Administrative**

1. Representatives from the charter school will attend any workshop, in-services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools.

2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

3. The charter school may not open except at the beginning of each school year. The charter may commence the school year at an earlier or later date than DCSD, however, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the District's school year.

4. The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the student information system application while the charter school shall provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.

5. The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records

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on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

**Maximum Flexibility**

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.

2. Pursuant to O.C.G.A. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-2065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

**Annual Report and Monitoring**

1. The charter school shall and will, by October 1st, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. §20-2-2067.1(c)(1)-(6). The annual report must indicate the progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

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2. The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

**Charter Adherence of State and Federal Laws**

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
   a. School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. §20-14-41
   b. Shall Not Charge Tuition, O.C.G.A. §20-2-133
   c. Unlawful Conduct in or near a Public School, O.C.G.A. §20-2-1180 through O.C.G.A. § 20-2-1182
   d. Reporting Requirements – Student Data Collection, O.C.G.A. §20-2-320
   e. Brief Period of Quiet Reflection, O.C.G.A. §20-2-1050, 20-2-1051
   f. Open and Public Meetings, O.C.G.A. §50-14-1 et seq.
   g. Inspection of Public Records, O.C.G.A. §50-18-70 et seq.
   h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. §20-2-211

2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.

3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.

4. The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS),

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Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.

5. The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within 20%, DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.

6. The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

**Assurances for Charter Schools with an EMO/CMO Agreement**

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.

2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

3. Upon termination of the agreement, the charter school governing board shall ensure that the management company immediately turns over all student, personnel, fiscal and other charter school records to the governing board.

4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. §50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.

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Letter of Assurances for **Destiny Achievers Academy of Excellence** Charter School

5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the management agreement, the terms of the charter will control.

6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.

7. This [EMO/CMO] is the charter school's only management partner.

8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.

9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.

11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.

12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

**Indemnification Rights & Responsibilities**

1. The charter school agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs,

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interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the charter school's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph 1 above:
   b. If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or
   c. If DCSD fails to:
      i. Provide written notice of the third party claim or suit as soon as practicable;
      ii. Cooperate with all legally reasonable requests of the charter school; or
      iii. Assists the charter school with the defense and/or settlement of such claim or suit.

3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

**Insurance**

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.

2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at its own expense and shall furnish to DCSD a certificate(s) of insurance containing

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the following information:

a. Name and address of agent/broker;
b. Name and address of insured;
c. Name of insurance company, underwriting syndicate, or other insuring entity;
d. Description of coverage in standard terminology;
e. Policy period;
f. Policy Number;
g. Limits of liability;
h. Name and address of certificate holder;
i. Acknowledgment to the DCSD of notice requirements of material adverse change;
j. Signature of authorized agent/broker;
k. Telephone number of authorized agent/broker; and
l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the charter school. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

4. The charter school is required to maintain the following insurance coverage(s) during the Term of this Agreement:

a. Workers' Compensation Insurance in the amount of the statutory limits established by the General Assembly of the State of Georgia. The charter school shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia.

b. Comprehensive General Liability Policy (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of the charter school for any liability assumed hereunder.

c. Business Auto Policy to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by the charter school or charter school's personnel in the performance of this Agreement and their operations.

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d. Educators Professional Liability Insurance (Errors and Omissions) in the amount of $1,000,000 per Insured per Wrongful Act and $3,000,000 in the annual aggregate per Insured for all Wrongful Acts.

e. Crime and Fidelity Insurance in the amount of $500,000 per loss subject to a deductible of not more than $10,000 per occurrence covering Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery or Safe Burglary, Computer Fraud, and Money Orders and Counterfeit Currency.

5. Should the charter school desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

6. All Risk Property Insurance in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the charter school. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $250,000 per claim;

7. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;
   b. The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to DCSD or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to DCSD;
   c. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;
   d. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof; and
   e. Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

8. Under coverage required under Sections 7 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:

**Petitioner's Initials** _____

a. Except as provided otherwise above, minimum limits of $1,000,000 per occurrence $2,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia.
b. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.
c. Shall include Indemnitees as "Additional Insureds."
d. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

9. The charter school shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as the charter school shall deem appropriate and adequate for the work being performed. However, the obligations of the charter school to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, the charter school agrees that their obligation to indemnify and insure the Indemnitees shall pertain to all losses arising out of the subcontractor's acts or negligence in the same manner and to the same extent as if committed by the charter school. The charter school shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

**Other Obligations**

1. Entire Agreement. This Letter of Assurances constitutes the entire agreement between the Charter school, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters, but does not supersede the charter contract, which sets forth an entire agreement between the charter school, DeKalb Board of education, and State Board of Education.

2. Modification. The DeKalb Board of Education, or District Designee, reserves the right to require the charter school to sign updated versions of this Letter of Assurances throughout the charter term, as necessary.

3. Waiver. No failure or delay by the DeKalb Board of Education, or District Designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the

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DeKalb District under this Letter of Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.

4. No Violation. The charter school represents and warrants that the execution of, and performance under, this Letter of Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.

5. Headings/Interpretation of MOU. The headings contained in this Letter of Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.

6. Severability. In the event that any term or provision of this Letter of Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Letter of Assurances.

7. Governing Law. This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

8. Notices. Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail. Notices shall be addressed as follows:

To the DeKalb District: DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083
Attn: Superintendent

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With a copy to: Ronald B. Ramsey, Sr., Chief Legal Officer
DCSD Office of Legal Affairs
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Dr. José G. Boza, Jr., Director
Leadership Development & Charter Schools Office
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

9. Counterparts. This Letter of Assurances may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties.

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DeKalb County School District
Letter of Assurances for **Destiny Achievers Academy of Excellence** Charter School

**Destiny Achievers Academy of Excellence Charter School**

*Charter School Representative*

*Name (Please Print)*

Chair, Governance Board of Directors
*Title*

*Date*

**DeKalb County Board of Education**

*Signature*

*Name (Please Print)*

Chair, DeKalb Board of Education
*Title*

*Date*

**DeKalb County School District**

*Signature*

*Name (Please Print)*

*Title*

*Date*

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# 10.3 SACS Accreditation

AdvancED

7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

February 10, 2015

Destiny Achievers Academy of Excellence

Dear Administrator:

Congratulations! Destiny Achievers Academy of Excellence has been awarded initial Accreditation with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI). This action was taken at the AdvancED® Accreditation Commission meeting held on January 22, 2015. A certificate that indicates the term of your SACS-CASI accreditation is enclosed. Throughout this term of accreditation, Destiny Achievers Academy of Excellence must continue to engage in the tasks required of all institutions to maintain accredited status as outlined in the *AdvancED Accreditation Policies and Procedures* available on our website at www.advanc-ed.org/services/policies-and-procedures. Your efforts and associated accreditation signify your commitment to educational excellence. You can take pride in your achievement and so can your community.

As part of your External Review report, you received an Index of Education Quality™ (IEQ™) score. The IEQ provides a holistic measure of your institution's overall performance on indicators and evaluative criteria used in the accreditation protocol. As a formative tool for improvement, it pinpoints areas of success as well as areas in need of support and/or focus.

In the past, accreditation reviews resulted in a recommended accreditation status. Labels such as accredited, advised, warned or on probation were used to describe the status of an institution relative to a set of static standards. These labels, with the exception of accredited, were oftentimes perceived as punitive in nature and not as a formative measure by which a school or school system could improve. Given that the most critical aspect of an institution's work is optimizing student learning, the new IEQ framework recognizes and supports the journey of continuous improvement. Your institution's initial IEQ is the starting point for that improvement. Using the IEQ, you have the opportunity to focus your attention, activities and actions resulting in positive impact and measurable improvement designed to optimize learning for every student. As your institution documents these changes and submits them for review, your IEQ scores are updated to reflect this progress and guide the next steps on your improvement journey. To learn more about the IEQ, please visit www.advanc-ed.org/services/overview-index-education-quality.

As an accredited institution, you are part of the AdvancED network of over 32,000 schools and systems in more than 70 countries that are committed to continuous quality improvement through accreditation. Through our state, national, and international offices, AdvancED, the parent organization of SACS-CASI, offers a wide range of services including workshops, conferences, web-based resources, publications, surveys and technical assistance. Please check the Improvement Services/ Professional Learning section at www.advanc-ed.org for upcoming events.

Finally, promoting your accreditation is one of the easiest things that you can do to raise awareness of the importance of continuous improvement of education in your community. To help you celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit. In the kit, you will find other press releases, brochures, accreditation seals and promotional items to display your pride in your institution's accreditation.

If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@advanc-ed.org. Our AdvancED Accreditation Office is available to answer any questions you may have as well and can be reached at 888.41 EDNOW (1.888.413.3669). We look forward to serving you now and in the future.

Sincerely,

Mark A. Elgart

Mark A. Elgart, Ed.D.
President/CEO AdvancED

This is to certify that

# Destiny Achievers Academy of Excellence

having met the requirements established by the AdvancED® Accreditation Commission and Board of Trustees is hereby accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, AdvancED

Valid through June 30, 2020